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NUMBER 4

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



DECEMBER, 193



Dr. M. F. L. L. L. L. L.
11014-80 Ave.



Put the Will into Goodwill

"UNTO us a Son is given." Again comes the word which rallies hope in spite of all the red headlines of the day. Few men are utterly proof against the power that radiates from the Cradle, or devoid of the impulse to play Santa Claus to the generation just arrived. So we keep Christmas, the feast of children, an expression of our will that they shall live, for a day at least, "not under the law, but under grace." That is all to the good, but not good enough, if tomorrow there is to be a Massacre of the Innocents; or if the fulness of time is to see our sons bearing the cross of our stupidities up the dark slope of another Golgotha. Christmas calls us, perhaps with a greater urgency than ever before, to put the Will into Goodwill !

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Editorial



Christmas Greetings, 1934!

- To All whose eyes are open to enjoy the beauty of the northern snow, the sweet promise of the spring and the green fulfilment of the summer . . .
- To All whose souls kindle to human friendliness, and know the strength of human loyalty . . .
- To All whose hands are ready in helping little children, eager in forwarding their enterprises, generous in filling their lives with good . . .
- To All whose courage sees beyond muddle and chaos, beyond crafty and squalid exploitation, beyond the weak cynicism of cowards, beyond the croaking headlines to a world made free—as free as it is wonderful—for our children's children . . .
- To All whom the ills of our time have for a moment daunted, and to those who suffer with them unmerited want and failure . . .
- To All in whom Goodwill glows with however faint a spark, so that they still, in a deeper sense, believe in a Santa Claus . . .

Greeting and Good Cheer this Christmastime!



SOMETHING FOR NOTHING ?

FROM time to time we have warned our members through the columns of *The A.T.A. Magazine* against being "roped in" as purchasers of sets of reference books at extortionate prices, but judging from the complaints which continue to come to the office, it is apparent that the interests of our members demand yet another warning.

A high pressure salesman representing the publishers, or alleged publishers, of sets of reference books for teachers, usually visits the school when the teacher is busy with her pupils and her attention is divided between preserving order in the room and listening to the "line" given by her visitor. This "line" usually runs something like this: "Our company is putting on the market a set of books specially for the use of teachers in preparing their lessons and particularly to dovetail into the Alberta Course of Study. As a preliminary advertising campaign, certain teachers have been specially chosen, to whom we are donating free of charge this valuable encyclopedia. You are one of the few chosen and the only requirement from you is that within a certain time (usually three months) you write for us a criticism of the work. (Then the teacher is shown a list of prominent people to whom the same offer has been made, implying that they have all taken the books and are busy compiling flattering references of the work. Incidentally, it is suggested that it will please the school inspector to learn that she has obtained a set of these books and, with the invaluable material now at her disposal an A.I. Inspector's report will be assured.) In addition to the set of books we have other facilities at the disposal of our holders—(a revision or research or follow-up or other named service.) This service is given for ten years; the books are thoroughly kept up to date and the Company's Department of Research is comprised of a staff of employees whose sole duty is to compile information sought by the owners of our sets of books. Just think of the time saved you when you want some information not obtainable in ordinary books, whether the information desired relates to school, business, politics, modern science or discovery! etc. All you have to do is write our department and all you seek will be expeditiously compiled in most easily understood form and laid right at your feet. May be you want to make a speech on some particular subject and you don't know where to go for material. That's just the kind of thing our specialists are working on, all the time." And so runs the fairy tale.

THE poor fly is now ready to enter the parlor of the spider, and the latter is itching to get the fountain pen out of his vest pocket to cinch the real deal. The teacher has expressed a desire to become the flattered recipient of the set of books and a document is laid before her which turns out afterwards not to be a receipt for the books so generously donated. It is an agreement to pay \$60, \$70 or even more money in payment not for the books (Oh, no!) but as some little return to the company for the elaborate revision, research, follow-up—or whatever other name or title this alleged service is named. It is a service which continues indefinitely, for ten years at least, which amounts to the meagre sum of approximately \$5.00 or \$6.00 per year. This looks pretty reasonable to the young, inexperienced teacher

whose vanity and pride have been sufficiently tickled to the extent that non-resistance to the proposition is now practically assured. The innocent looking document referred to above is now ready for signature and the top of the fountain pen has been unscrewed by the salesman and the nib pointed to the beginning of the dotted line. After the signature has been obtained in the right place, it is suggested the teacher should make some small payment, say Nine or Ten Dollars on account—merely as an evidence of good faith. It is pointed out that the company is donating a set of books and the teacher is getting a service for a very small amount spread over the years. The matter is put so delicately that the teacher almost feels a measure of pity for the company in getting so little in return for so much and decides to make a part payment. And Mr. Salesman leaves him, having obtained the teacher's signature to a document under no consideration subject to cancellation, and a cheque or bills in part payment of the contract price. He then starts on the hunt for the next victim and the teacher wonders, after all, whether something has been "put over". She then takes time to read over very carefully the document she has signed and finds for the first time that it contains a clause to the effect that under no consideration is it subject to cancellation, **irrespective of any verbal or other representations made by any person or agent.** (Presumably, therefore, the publishing company is fully aware of exactly what usually transpires in putting over the deal: most likely the salesmanship talk and general "line" required to obtain the teacher's signature have been prepared by the company itself and no salesman is ready to work in the field until he has thoroughly familiarized himself with this type of chloroform and just how to administer it in doses before performing a major contract operation.)

The books arrive shortly afterwards and they are not at all what the cover, the illustrations and the general description of them by the agent represented them to be. May be the teacher sends the books back and tells the company she does not want them or the service either, and that she does not intend to be bound by the document signed. Then commences the initial steps of a most efficient dunning system. First of all a long letter urging the teacher to weigh carefully what a splendid bargain she has contracted for and under no circumstances should she allow anyone to persuade her to waive her rights under the contract. It also never omits to leave a few real barbs: e.g. the contract is not subject to cancellation; the company accepted the contract in good faith and no honorable person should attempt to escape a signed undertaking; the books are being returned to the teacher and the company will look forward to receiving the remittances as provided in the contract. Follow-up letters galore pour in on the teacher; threats of court action, "fake" legal forms and all other tricks of the trade are invoked to extort the balance of the money. Some teachers, rather than run the risk of publicity as having been "easy marks", pay up and say nothing more about it; others are unable to pay or are determined not to continue as victims of this "racket" and just ignore the threats, and await action by the company.

SOME years ago, one of the salesmen of the above mentioned type was convicted in the District Court of Edmonton for obtaining a valuable document by false representation. Other cases have been brought to our attention where the company has actually entered action against teachers. Action is not usually entered in the name of the vendor company, but usually in the name of another company represented as being an innocent holder for value—one who had transferred to him the document which was complete and regular on the face of it, purged from any infirmities in the way of false representations or any other fraud. These "innocent holders" of these documents are closely connected in everything but name with the vendor company. Certain of these companies have gone the whole gamut in endeavoring to make these documents "stick". First they sued for balance owing on an instalment note. The action was dismissed, the Court holding that the document was not a note at all but a contract for the sale of books. Then they tried out suing on the document as a contract, claiming the balance unpaid under the contract together with costs. One case finally went before the Supreme Court of Manitoba, Appellate Division and the decision was that it was a contract which was fraudulent and therefore voidable by the teacher, in that it was actually a contract for the sale of books, while the claim was for the balance unpaid for the alleged service supplementary to the "gift" books.

IT may be that the documents have been revised by the companies to meet what might be called the emergencies of the collection situation. If this has been successfully done and the documents now issued made "void-proof" a number of teachers may find themselves recent victims—unless they happen to be less than 21 years of age. In such latter case, being minors, they can not be held bound by contracts for purchases other than those providing for the necessities of life. In any case we repeat our warning to members that they be at all times on guard when these "Greeks come bearing gifts". Secure advice before signing any document of this kind and under no circumstances make any payment on account until you are sure the deal is a bona fide one.



A. J. E. Liesemer, M.A.
Member of the Calgary
High School Staff,
recently elected
Alderman for the City
of Calgary.

The New Chief

The appointment of George Walter Gorman to succeed Dr. John T. Ross as Deputy Minister of Education was received as good news by teachers everywhere throughout Alberta. In the first place, it has dispelled fears that there was foundation for rumors that the Government intended to go outside the system itself to secure an incumbent for its senior office, thereby (impliedly though maybe unintentionally) indicting the teaching profession and the staff of the Department of Education. Secondly, the selection of Mr. Gorman gives evidence that not only does the personnel of the educational system of the Province contain within its ranks those capable of assuming the command-in-chief, but also that sound judgment has been exercised in narrowing the choice from those eligible to this particular one.

The A.T.A. welcomes Mr. Gorman as administrative head of the Department. Those who know him intimately feel sure that the office will lose nothing in the way of dignity and respect by reason of the choice made. He is blessed with shrewd judgment and an unusual capacity for getting at the kernel of a problem while stripping it of the shell fragments of irrelevant and personal exigencies or involvements. Once arrived at a decision, he is resolute and fearless in exercising his discretion or in tendering his opinion and advice. Moreover, Mr. Gorman and "snap decisions" are never found in company together, and both sides of every question must be brought before him as a pre-requisite to his determination of it. Few persons possess as happy a faculty as he to meet a group of people (e.g. a school board or electors' meeting) called together by reason of dissension—often one group determined, come what may, to win out over the other "gang"—to hew a straight course through the tangle, prodding first one, then the other, make his decision and leave all present in good humor, inclined to abide by the result.

Inevitably, in the very nature of things, we suppose the new Deputy Minister and the A.T.A. will be impelled to view certain problems from different angles; however, we anticipate with pleasure a long association with him, being convinced that though his official duty may compel him to view a situation through other spectacles than ours, he will not permit official disagreement either on his part or on our own to color his attitude on the next question or develop any personal antipathy whatsoever. Success in his particular office depends, possibly, more on co-operation than any other single thing. We are confident that Mr. Gorman will reciprocate heartily with respect to the co-operation eagerly pledged to him by the teachers of Alberta through their authorized representatives.

Mr. Gorman is an Ontario boy who has been in the West for twenty-seven years; Petrolia is his home town and McMaster his *alma mater*. He graduated in 1905 after taking the full General Arts Course in addition to Honor Courses in Philosophy and Political Economy, obtaining First Class standing in his specialties. Two years back home again, in

the well drilling machinery business oiled everything but the young man's pockets, so he decided to go West and do a little drilling in English through 45 pupils—Russians, Germans, English—in a rural school near Regina. Evidently he "struck oil" for he determined to stay in this business for good and all. We find him next in Calgary Normal

School, graduating thence in the spring of 1909 with his First Class certificate. He made his debut at Carstairs as an Alberta teacher, serving as Principal of the School and Secretary-Treasurer of the Town from 1909 to the summer of 1912, when he secured appointment under the Edmonton Public School Board as Principal of the Norwood Public School. His previous work had brought him particularly to the notice of the Department of Education, so much so that he had served but a couple of months in Edmonton before he was appointed in November 1912, to take charge of the High River Inspectorate. One year at High River, then a transfer to Medicine Hat where he remained until 1918, thence being assigned to Calgary with the city as his centre; one year in Calgary and he then stepped up to the last-but-one rung of the Departmental ladder of promotion—that of Chief Inspector of Schools. In this office Mr. Gorman has served for the past 15 years with distinction, and functioned frequently as Acting Deputy



George Walter Gorman, B.A.
Deputy Minister of Education.

Minister. It has been an excellent training ground for the Deputy Ministership, since the duties of the former office require that the holder be in close touch with practically every phase of Departmental work. During his fifteen years as Chief Inspector, he has become familiar with every inspectorate and seems to know everything worth knowing about practically every school in each inspectorate.

The finest tribute any chief can enjoy is laid at Mr. Gorman's feet—that of genuine popularity amongst those who have been working under his orders for a prolonged period of time. The school inspectors all realize that he backed them to the limit whenever possible and, we believe without exception, always anticipated with pleasure a visit from the Chief, because assured of an emanation of bonhomie and encouragement, together with the tendering of wise counsel.

Lord Trent on Education

In addressing the students in Nottingham recently, Lord Trent appealed to them to cultivate a zest for knowledge for its own sake. "A University career", he said, "is often regarded superficially as the coping stone of one's education; in later life we come to realize that it was only the foundation stone. Its success is to be judged by the extent to which it has made us greedy for knowledge throughout the rest of our lives."

Predicts Big Change

Predicting that within the next few years there will be a tremendous change generally in all the educational systems of Canada, W. L. Bartheaux, President of the Nova Scotia Teachers' Union, in an address before a local Convention, urged the employment by the Provincial Union of a full-time paid organizer, and stressed the necessity of a survey of financing education in Nova Scotia.

Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

LEAN HARD ON FACTS

The first principle the teacher of Composition should keep in mind is expressed succinctly in Robert Frost's words, "A poet must lean hard on facts, so hard, sometimes, that they hurt."

The first step in applying this principle is to accord the senses some training in observing what's about. Let them focus directly upon the facts—of sight, hearing, taste, smell, touch, and movement; facts of quality, texture, intensity, shade, hue, transformation, and transposition. At first do no more than make a catalogue of sense impressions. If necessary for a time go back to the method of object teaching made famous in the 60's by the Oswego Normal School. One illustration will be enough. Perhaps too much.

A Piece of Bark

"What is this? A piece of bark. All look at it. Where do we find bark? On trees. On what part of trees? (The teacher brings in a piece of the stem of a tree on which the bark still remains.) On the outside. Repeat together—'Bark is the outer part of the stem of trees.'

"Look at the bark; what do you perceive? Etc.

"Now repeat all you have said. 'Bark is the outside covering of the stems of trees; it is brown; we cannot see through it; it is rough, dull, dry, hard, and fibrous'."

The method also must be characterized as dull, dry, hard and fibrous; but it might be transmuted into a technique for stimulating dull observations. Amy Lowell (1) gives us some indication of its possibilities applied in a wider field:

"Constantinople chatters, buzzes, screams, crows, neighs, gobbles, purrs, hisses, brawls, roars, shouts, mutters, calls, in every sort of crochet and demi-semi-quaver, wavering up in a great contrapuntal murmur—adagio, maestoso, capriccioso, scherzo, staccato, crescendo,"

Or W. Lindsay, (2) recording a momentary impression of the Santa Fe Trail—

"I see great flashes where the far trail turns.
Its eyes are lamps like the eyes of dragons.
It drinks gasoline from big red flagons.
Butting through the delicate mists of the morning,
It comes like lightning, goes past roaring."

Unlimited possibilities for drilling the senses are afforded in even the most unpromising environment. Miss Robbins (3) suggests many: passing through a village on foot; lifting a heavy weight; coming down with the grippe; having supper out in the hay; how my dog stretches (in great detail); a wet night on a city street; finding your coat in the dark; etc. etc. Mary Rumley (4) has put her impressions of Rain Riding into a little verse of seven lines:

Drenched, soaked, sopped
I sat on top of a bus;
No one else had climbed the stairs.
The rain was splashing down;
I huddled under a half broken umbrella . . .
Two dull lights showed dimly through the haze
From a ship on the river.

Generally, however, an addition is made to such catalogues of impressions by the injection of personal reactions in the form of imagination or reflection. Note the second and third lines of the following octave written by a high school girl, Eleanor Barnes (5):

In a Railway Station

She sat there staring and then she smiled,
As if remembering something pleasant,
A friend's face or the gesture of a child.
A silver thing glittered in her hand;
It fascinated her; she tossed it back and forth
Then laughed and hid it playfully.
Then again she stared, head down,
Eyes blank, hand dully opened.

Among the compositions submitted in the recent research project are found many excellent bits of description revealing sensitivity in observation. The first paragraph was written by a Grade IX, fourteen-year-old girl (B. S.) at Stavely.

"The fog tangled itself among the spire-like trees. Far away a coyote lifted its eerie, mournful howl into the vast silence. Nearby an owl hooted dismally and the wind sighed among the invisible, swaying branches. The fog was thick, damp, and cold. It was wet on the wall and I shivered slightly as I crouched there in the quivering, dank, blackness. I looked back longingly to the place where my bicycle was concealed in the bushes, and to the friendly blinking lights of Novestock. But there was business on hand."

This writing is of Grade XII quality and reveals marked literary ability.

A sixteen-year-old boy (H. M.), Grade X, of Evansburg, paints a realistic picture of a ride atop the cab of a swiftly moving oil-burning engine on its trial run:

"Finally the oil-line was clear and the valves working fine, gently sobbing and hissing. The cab bounced, rolled, jumped and lurched. Trees and poles flew past. The wind screamed by as the engine responded to the open throttle. I could not keep my feet. I was deathly scared."

Drilling the senses. That's the first lesson. "One had to 'bear on' with his eyes, as it were, and refuse to be baffled." So said John Burroughs in describing a search for a bird's nest.

- (1) Lowell, Amy, *The Bronze Horses*.
- (2) Lindsay, W., *The Santa Fe Trail*.
- (3) Robbins, P., *An Approach to Composition Through Psychology*—p. 37.
- (4) Mearns, Hugo, *Creative Youth*—p. 200.
- (5) Mearns, Hugo, *Ibid*, p. 178.



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A Proposal for the Re-organization of Secondary Schools

Submitted by the Educational Progress Club of Calgary

C. Sansom, Ph.D., President

The problem of providing suitable instruction for high school students, considered in relation to that of effecting a satisfactory articulation between the high school and the university, is becoming more acute as the years go by; and the conviction is growing in the minds of those best qualified to know that the solution will not be found in the traditional procedure of "revising", "vitalizing", and "humanizing" the curriculum. The stresses and strains which have developed in the secondary schools do not arise primarily from defects in the course of studies—although admittedly there are plenty of these—but rather from a failure to make the adjustments in external organization called for by the almost revolutionary inner changes which have taken place in the nature of the high school problem in the last quarter-century. It is the purpose of this article to outline a scheme of re-organization which, it is believed, would go far toward solving this problem.

The central feature of the proposal is that the University should make the selection of its prospective matriculates early in the high school course. The present plan of doing this at the conclusion of the course has the effect of enticing into the matriculation subjects large numbers of students who have not the remotest chance of ever doing satisfactory work at the university level. In the smaller centres, where few options can be offered, practically all the students are forced into taking these subjects, owing to the obligation of school boards to provide for the matriculation needs of the very small minority who may be able to go on. It is not too much to say that almost every major problem in high school curricula, organization, and instruction has its roots in this situation.

Students of university caliber might well be selected on the basis of a competitive examination to be put on at the end of the intermediate school (Grade IX). This examination should be conducted entirely by the University. Any Grade Nine student in the province, and any other person wishing to do so, would have the privilege of taking it. The Department of Education, in collaboration with the University, would undertake to provide in every school, as far as possible, the necessary instruction for passing the tests. Transfer points should, of course, be arranged for higher up for the admission to the university system of exceptional students who "find themselves" at a later stage.

The successful candidates would continue their work in special schools to be known, perhaps, as university preparatory schools. These schools should be staffed and financed by the university. They could be regarded as downward extensions of university work in local centres, and the more important of them might be expected to develop into junior colleges. This would result not only in the better preparation of students for university work, but in the wider distribution of college privileges throughout the province.

The basic idea is that the preparatory training of university entrants is, for the most part, a university responsibility. It has, in fact, always been so regarded. No university delegates this responsibility, in any final sense, to other bodies. In California the state is blanketed every spring by a corps of university professors sent out to determine what high schools may safely be entrusted with the preparation of university matriculates. In Alberta the University controls the situation through the examination system. We hold that a better plan than either of these would be for the university to have its own preparatory schools. In no other way will

the high schools ever be conducted in the best interests of the main body of the student personnel.

The students not successful in passing the Grade Nine university tests, and those not taking them, who together would constitute the large majority, would continue their work in "municipal" schools. The task of these schools would then be clearly defined; options and teaching procedure appropriate to the situation could be introduced; the bugaboo of examinations could be largely removed; the educational methods and principles of such bodies as the New Education Fellowship and the Progressive Education Association could be adopted as far as might be considered wise; the high school would become automatically a finishing or terminal school, as it ought to be; and the aimlessness and economic waste of the present arrangement would be largely eliminated.

It is not our purpose here to expand on the benefits, so briefly referred to above, that would accrue to the high schools and the University alike from some such re-organization as here proposed. We shall conclude the argument by suggesting answers to a few of the objections that might reasonably be expected to arise in the mind of the reader.

1. **The scheme is not "democratic".** The answer is that it is, in fact, far more democratic than the present plan. At present the high schools are conducted mainly in the interests of the two or three per cent of the students who finally reach the University. Our contention is that they should be conducted in the best interests of the remaining ninety-eight per cent as well. Surely this is not an "undemocratic" proposal, whatever else it might be. Besides, the University already selects its students; and it does so on the basis of academic examinations. All that is suggested here is that this be done somewhat earlier in the high school course. Even on this count the scheme we propose is no more undemocratic than the present plan—if "undemocratic" is the word. The fact is that no question of making social, racial, political, or economic distinctions is raised in either plan. It is a question of intellectual fitness—that only; and we hold that it is entirely feasible, with the aid of modern examination techniques, to determine this for the large majority with a high degree of certainty at the end of Grade Nine. This view is well supported. It is backed by the authority of men like Terman, Ballard, and Burt. Furthermore, failure on the tests would not ring down the curtain on any child's career. It might steer him into his proper course. This is, in fact, the basic consideration of the entire proposal. Besides, nothing in the nature of the scheme would prevent any pupil from taking the tests or any part of them a second time or as many times as might be thought desirable. And for the exceptional cases as to age, opportunities, etc., there still remain the transfer places higher up. Undemocratic? The scheme is democratic through and through.

2. **The students passing the tests would be too young to leave home.** The average age of students at the end of Grade Nine is probably not less than fifteen. For hundreds of years boys have left their homes in Europe at an earlier age than this to go to special schools. In Alberta at the present time it is common practice for children to leave home to do their high school work in the cities and larger towns. Besides there would be nothing to prevent the establishment of residences in connection with the more important of the new schools here proposed. There is little or no real substance in this objection. It is likely to be persisted in

only by those who have some personal interest in rejecting the proposal.

3. **The cost would be prohibitive.** It is doubtful if the total cost of education in Alberta would be appreciably increased by the proposed arrangement. The channels of taxation would be shifted somewhat; that is about all. The province as a whole would be called upon to assume a somewhat larger share of the total burden than it does at present; but a shift along this line is probably inevitable in the near future in any case. Any increase in cost that might occur would be largely if not entirely offset by a saving in other directions, as in the correction of the "repeater" situation, for example. Even if the cost should be somewhat higher, any such increase that could take place would be negligible in comparison with the increased value received for the total provincial expenditure on high school and university education.

4. **A few bright pupils might be debarred from matriculating by lack of means to attend these preparatory schools.** There is some force and cogency in this objection. The present plan of setting up a university preparatory institution in almost everybody's back yard, as it were, does have this advantage—it provides in maximum degree the necessary matriculation facilities for the two per cent or so of the student body who will eventually be admitted to the University. But would it not be better for society to make other and more economical and effective provision for the education of the small fraction of this small minority who by reason of poverty might be debarred from attending these schools? A system of government and private subventions in the nature of bursaries and scholarships would meet the situation. This is, in fact, the way the matter is handled at present over by far the larger part of the civilized world. Is it wise to continue the present awkward, unintelligent, and inexcusably wasteful method of taking care of a few brilliant students if a more effective and economical procedure can be found?

5. **It is the University that should make the adjustment by "loosening up" on the matriculation requirements.** This opens up the historic controversy. Will the hill come to Mohammed, or will Mohammed go to the hill? Our position is that the matter of high school reform is too pressing to be held up indefinitely pending a solution of the university problem. The question of university "reform" along these lines has been debated for many, many years, and we are apparently no nearer a consensus on the matter now than we ever were. The high school problem is now quite important enough to be attacked directly—not indirectly by first trying to change the fundamental point of view of another institution, and this an institution which is historically perhaps the most conservative and intractable that has ever been established in the history of man.

There are two points in regard to this matter which should be emphasized. One of them is that, by almost universal consent, there is a place in society for an educational institution dedicated to the cause of higher learning and research. This function, among others, the University, as at present constituted, purports to fulfil. That its efforts in this direction would be facilitated by the plan we propose is so apparent that it is not necessary to elaborate the point.

The main thing, however, that we should like to emphasize is that even if our scheme were fully adopted there would be nothing to prevent the crusade for university "reform" from going on as merrily as before. The preparatory schools could be "broadened out" to almost any desired extent, and the University might even admit students to certain courses on the basis of the High School Leaving Certificate—no questions asked. Our proposal should gladden the hearts of those who find their chief diversion in life criticizing the University for its hide-bound, hard-boiled

policies. If adopted they would find themselves provided with a fine new supply of talking points.

6. **The public wouldn't stand for it.** Nobody knows what the public will "stand for" until the matter is explained and the nature of the problem and of the remedy proposed is made clear. People today are questioning very seriously their expenditures on education and the returns therefrom. Before we decide on what the people will "stand for" we should at least be willing to give them a chance. Our first duty it to acquaint the public with the facts.

7. **The proposed change is impracticable.** We shall conclude our case with a final word on this objection. We should like especially to point out in this connection that the scheme lends itself admirably to being gradually introduced. There would be no need to revolutionize the entire system overnight, as it were. It would be quite feasible to start with one or two schools, say one in Calgary and one in Edmonton, and expand the system gradually as details of organization and finance are worked out in practice.

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Canadian Teachers' Federation Page

Supplied by E. K. Marshall, Director, Winnipeg.

PROFESSIONAL MEMBERSHIP

The reading of the public press during the past five or six weeks indicates a great interest in the teaching profession as a profession among teachers themselves. At many of the Conventions this Fall in the various Provinces of Canada the question of inclusive or compulsory membership was a first issue. The results astonished even the most sanguine of the teachers' officials. To use a trite phrase, the resolutions "went over big". The movement seems to have come from the rank and file and an important decision is now before the officials of Teachers' Organizations in most of the Provinces of Canada. For example, in fifteen rural Conventions in Manitoba this Fall, 1650 teachers voted for inclusive or compulsory membership and only 45 registered their opposition. This is a very significant fact. The problem will have to be solved quite soon because there is no question of the desire of teachers generally for 100% organization; indeed, at one of the Conventions held in Alberta a proposal was made that all of the teachers of the Dominion should be united professionally and that the Canadian Organization should have disciplinary powers as well as power to determine certain practices within the profession itself. While some question the advisability of the compulsory aspect, yet teachers apparently feel that the Federations and Alliances are doing work that should be supported by all teachers and that Teachers' Organizations must represent the entire profession. Progress must be made but it must be made with caution and wisdom.

A Decided Swing

Those teachers acquainted with the history of school disputes during the past fifteen years must have read with interest the news item coming from Blairmore, Alberta. The Blairmore School Board at a special meeting held on November 6th decided to declare November 7th a school holiday and thus give official recognition to that anniversary of the Russian Revolution. Blairmore has a left-wing Labor Council and School Board.

Asked Larger Grants

Mr. D. C. Bayne, Secretary of the Calgary Public School Board, in a statement before the Provincial Tax Enquiry Board, asked that the cost of instruction of non-resident pupils be made a direct Provincial responsibility; that in the revision of the present system of taxation for school purposes a larger measure be assumed by the Province; and that a large portion of the burden of taxation at present placed upon real property be transferred to other sources of revenue. Mr. Bayne contended that the Provincial Government pays a relatively small percentage of the cost of elementary and secondary education, and has not increased its grants commensurate with the increased costs of education of recent years.

This is a problem facing other Provinces as well as Alberta.

Fixing New Standards

In an address a short time ago Mr. H. N. MacCorkindale, Superintendent of the Vancouver Schools, advocated the abolition of the Junior Matriculation Certificate as a standard required of boys and girls leaving school, and suggested the substituting of a High School Graduation Certificate. "It is just as important," he said, "that a boy do a good job in wood-work or understand music as it is that he should be able to translate a beautiful passage in the Classics."

In speaking of the cost of the Vancouver School System he pointed out that the present year's Budget had been re-

duced by almost one million dollars over that of two years ago, and he further pointed out that the City could well do with a million dollar building programme.

Vancouver is no different in this respect from other Canadian cities.

Examination Systems

The Educational Association of Canada recently adjourned its biennial Conference at Toronto after taking steps to launch a world-wide investigation of examination systems in an effort to improve the systems used in Canadian Schools.

It was decided to appoint Committees to examine the individual Provincial school systems of Canada with a view to the reform of the High School courses and University requirements. The members authorized the investigation of courses and standards designed to provide for greater flexibility which would at the same time admit secondary school graduates to the University.

Dr. F. H. Sexton said, "I think everyone agrees the proper grasp of one's mother tongue is a leading essential and I further think educationists are coming to stress social studies—History, Geography, Civics, and Economics—everything else should be elective and the school programme should be as broad and varied as the community can afford. The small community should provide as many courses as possible and the very wealthy community as wide a choice as is available."

The President of the Dominion Association is Dr. G. F. Rogers, Director of Technical Education for Ontario; the Vice President, Dr. H. F. Munroe, Nova Scotia; the Secretary, Dr. J. W. Karr, Toronto.

New Unit Course

At the Dominion Conference held in Toronto, Dr. C. C. Goldring, Superintendent of Toronto Schools, pleaded for what he termed a new type of education. "We should develop a unit of education", he said, "which will be complete at the age of sixteen. The Entrance examination is passed at the age of thirteen or thereabouts, and Matriculation is achieved at seventeen or eighteen; nothing is complete at sixteen. The purpose in view is a unit of study which will give more complete training to the pupil whose education is to proceed no further."

Praise for Teachers

Dr. L. J. Simpson, Minister of Education in Ontario, in speaking at a recent luncheon of the Council of the Ontario Secondary School Teachers' Federation, said "I have admired the attitude of teachers during the trying conditions of the last four or five years. They have had to take reductions, in many cases large reductions, in salaries, but there has been no whining, no lamenting. They have contributed also to Relief Funds and carried on faithfully at their posts to train our youth. Their conduct has been commendable and I hope that as finances improve, school boards will see their way clear to make increases."

Training of Teachers

Dr. J. G. Althouse, Dean of the College of Education, Toronto, said that the enrolment of students in the College had been reduced upward of 50% this year.

"We are concerned with the quality of teachers who are going out," he remarked, "and our studies are focusing on a point of what will make that success among candidates in their teaching profession. We take it as a very hopeful sign that both the Minister, Dr. Simpson and his deputy, Duncan McArthur, have at heart the personality of the teacher as well as the academic training."

The "Better English" Department

Conducted by Dr. C. Sansom

To teach English well, we must be students of English. This goes for everybody. It is as true of the head of the Department of English in a university as it is of the beginning teacher, fresh from the Normal School. The careful, down-to-the-ground study of a good, modern book on English every year or so by Alberta teachers would change entirely the complexion of the problem of English instruction in this province in a very few years. And what is more, nothing short of this or its equivalent will ever change it in any fundamental way. As teachers of English let us get to work improving our knowledge of English. The time to begin is now.

If you are interested in getting a first-class book for teachers, write to Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, and enclose \$1.26 for a copy, post-paid, of *Grammar for Composition*, by C. H. Ward. The duty on the book is 20 cents. We know nothing about Mr. Ward—what he does, or what manner of man he is—only this, that he knows the classroom. No musty, academic book, this, concocted in the recesses of a professor's brain. Mr. Ward understands the teacher's problem. His purpose, as suggested in the title, is to show how composition can be improved by the right teaching of grammar. As an example of his style a short extract from his treatment of "participles" is given below in the material for Grade VIII. Make yourself a Christmas present of this book. Begin the New Year right.

CHRISTMAS

Christmas is a very happy season. There are many songs that are sung only at this time of year. These songs are often called carols, for they tell of great happiness and joy.

What sweeter musick can we bring
Than a caroll, for to sing
The birth of our heavenly King.

Many of the carols were written long years ago, and some of the words may sound strange to our ears; but we usually have no difficulty in understanding what they mean. Here is a Christmas rhyme and also a carol or two for you to study:

1. **Beggar's Rhyme**
(Old English)

Christmas is coming, the geese are getting fat,
Please to put a penny in the old man's hat;
If you haven't got a penny, a ha'penny will do,
If you haven't got a ha'penny, God bless you.

2. **The Christmas Child**
(A Spanish Carol)

Little Child

Mother, at the portal a little child is standing,
More beautiful to look upon than when the sun is shining,
Who says that he is cold and he is also hungry.
He asks if he may come inside and with us tarry.

Mother

Bid Him come in quickly,
Warm Him by our fireside;
For upon this earth of ours
Peace and charity abide.

3. **An Ancient Christmas Carol**
(Old English)

He came all so still
Where His mother was,
As dew in April
That falleth on the grass.

He came all so still
Where His mother lay,
As dew in April
That falleth on the spray.

He came all so still
To His mother's bower,
As dew in April
That falleth on the flower.

Mother and maiden
Was never none but she!
Well might such a maiden
God's mother be.

Perhaps you would like to answer some questions on the above selections. In the "triplet" in the first paragraph find two words that are not spelled as we should spell them now. What is meant by a "triplet" in poetry? Perhaps if you are in Grade VIII you can find a point of grammar in the triplet that is not considered good usage in modern English.

In the "Beggar's Rhyme" what is meant by "ha'penny"? Spell it out in full. Note that the first syllable is always pronounced "hay" no matter which way it is spelled. How do you suppose an Englishman says "halfpennyworth"? It is something like "hay-puth" with the last syllable very short. Now ask for a halfpennyworth of licorice in good English style. While you are at it you might practice on three halfpence (hay-pens) worth of butter, twopence (tuppens) worth of cheese, and threepence (thrupp-ens) worth of sugar. Can you find a way of saying something in the third and fourth lines of the rhyme you should be careful not to use too often in your own written and spoken English?

In the carol called "The Christmas Child" find other words for **portal**, **tarry**, **charity**, and **abide**. Who was the strange child at the door? Why is "Him" in the last part spelled with a capital? Do we all invite Him in to dwell with us as this mother did? Do you think that if we did there would be more peace and charity in the world than there is at the present time? Does the carol tell us something that really happened, or is it just a beautiful thought? Try to express the thought in your own words in a short paragraph.

The "Ancient Christmas Carol" was written hundreds of years ago. It has great beauty and delicacy of feeling. Notice when you read it how beautifully the words are chosen to make a quiet, peaceful picture. What is meant by "ancient"? Does it mean the same as "old"? Give the opposite of these words. What maiden was "God's mother"? Find things in the poem that make you think it could not have been written in a country with a late, cold spring, like Canada. Might it have been written in England? Perhaps the beautiful lines below, written by the English poet Robert Browning when

he was abroad, will help you to answer the last question: Oh, to be in England now that April's here,
And whoever wakes in England sees, some morning, unaware
That the lowest boughs and the brushwood sheaf
Round the elm-tree bowl are in tiny leaf,
While the chaffinch sings on the orchard bough
In England—now!

Grade V

Word Study—(a) here are two lists of words. Take any word in the first list, and you can find a word in the other list which has nearly the same meaning. Write down the first list, and then opposite each word write the word in the other list that means just about the same:

stubborn	follow
pursue	high
tools	calm
plundered	error
acorns	implements
panic	unhappy
lofty	obstinate
mistake	weak
wretched	robbed
longed	nuts
peaceful	fright
feeble	wished

(b) In each blank in the following sentences put a word that is **closely related** to one of the words in the second list:

1. The of the bank greatly alarmed the villagers.
2. The sailing vessel was in the harbor.
3. A bad train wreck is a calamity.
4. The of the building was sixty feet.
5. His statement was (incorrect).
6. He was greatly by the fever.

Grade VI

A Challenge—Recently the Grade VI pupils in the Normal Practice School, Calgary, were asked to write a "story" beginning "Presently in came father". The paragraph below was handed in by Margaret Herriot, age 11. It is given here for some other Grade VI pupil to surpass—if he can. If a better composition is submitted it will be published with due acknowledgments. The story should have a title, of course, and be paragraphed correctly. As an exercise on the latter have your pupils rewrite the story with proper paragraphing. The rule is that each contribution in a running conversation should have a paragraph to itself, however brief. In other words, begin a new paragraph with every change of speaker. This is the "story":

Presently in came father. His face was a wreath of smiles. Anyone could see that he was excited. He gathered his little ones around his knee. There were Mildred, Barbara, Dick and Tommy. "I have a nice surprise for you," he began, "When can we see it?" the children cried. "Right now, come with me." "Me thee prithe too," cried little Tommy, who was two. At that moment they saw something coming up the walk. "A puppy," exclaimed Mildred. "Let's call him Patch" said Dick and Patch he remained from that day to this.

As a preliminary exercise in writing a conversation the pupils might copy the following, noting the paragraphing very carefully, and also all the punctuation marks:

Aladdin and the Magic Lamp

Instantly a Genie stood before him.

"What is thy will, my master?" asked the Genie. "I am the Slave of the Ring."

"Deliver me from this place," cried Aladdin.

Scarcely had he spoken these words when Aladdin found himself at his mother's door.

"I will tell you what has happened," he said, "but first give me something to eat."

"Alas!" said the mother, "I have neither money nor food."

"Sell the old lamp that I brought back with me," said Aladdin.

"The lamp would bring a higher price if it were clean and bright," replied the mother.

No sooner had she given the first rub than a great Genie appeared.

"What is thy will?" asked the Genie. "I am the slave of the lamp. I serve the one who holds the lamp."

Aladdin's mother dropped the lamp, but Aladdin managed to grasp it and say, "Bring me something to eat."

The slave of the lamp disappeared. He soon returned, bringing a dainty breakfast served upon plates of pure gold.

Grade VII

Combining Sentences—(a) Combine these sentences by using relative pronouns (who, whose, whom, which, that).

1. I saw Uncle Jack. He is going to Australia.
2. There is the man. He gave me the book.
3. Tom has a brother. His brother's name is Ted.
4. Coming across the field we met a dog. It bit me.
5. In the cage was a bear. The bear was asleep.
6. The soldier mounted a horse. The horse dashed away.
7. The boy ran to his father. His father had called him.
8. The man gave him a gun. It was broken.
9. This is the boy. His work is the best.
10. The lady called this afternoon. She did not wait.
11. Shall I call the boy? You want to see him.
12. Yesterday you met Mr. Jones. We had been speaking of him.

(b) Combine into a single sentence:

1. The tiger is fierce. He is a blood-thirsty animal. He lives in India. He lives in China.
2. The hunters went through the jungle. They were on elephants. They sat on the backs of these animals.
3. There are some boys. They are on the road. There is a crowd of them. They are making a lot of noise.
4. There is a lodge. It is in ruins. It is seven miles from the town. It was built by the Duke of Kent.
5. Baker discovered a lake. He was a traveller. He travelled in Africa.
6. The boat was wrecked on the reef. The reef was hidden under the sea. The rock was very sharp.
7. It was raining very hard. We saw a barn. It was close at hand. We took shelter. We stayed till the storm had passed.

Grade VIII

I. Participles—An introduction to participles might be made by putting on the board a sentence like this, in which the participles could be underlined:

Annie stood at the wheel, **guiding** the tug-boat with steady hands, **watching** each advancing wave, **turning** a little aside from one, **meeting** another head-on, and so **working** her way gradually southward down the coast.

A series of questions and statements like the following could start a class on the way to a knowledge of these detached modifiers: This is a simple sentence in which there is only one verb. What is the verb? Who stood at the wheel? Then we see that the framework of the sentence is 'Annie stood'. What was she doing as she stood at the wheel? Yes, she was guiding the tug-boat. But you notice that the author did not say 'was guiding'; he did not use a verb; he merely put into the sentence a verb-like word that showed what the subject was doing. It is a kind of modifier of Annie; it is a sort of adjective. What else was Annie doing? Yes, she was watching. Tell about the word **watching**. What kind of wave was it? From what verb does **advancing** come? Why is **turning** not a verb? Describe how it is used in the sentence. Tell how **meeting** is used. Tell how **working** is used.

The chief purpose of a recitation on participles is to

show how they are used—that is, what noun or pronoun they modify. We find the modified word just as we find the subject of a verb, by asking, "Who or what?" Who was turning? Who was meeting?, etc.—From *Grammar for Composition*, page 87, by C. H. Ward.

Note—A lesson on the "dangling" or "hanging" participle next month will show the practical importance of the above topic for composition.

II. Metaphors and Similes—In speech and in writing ideas can often be more gracefully or vividly conveyed through metaphors and similes than through ordinary forms. A **metaphor** is an expression in which one object is compared to another by saying that it really is that other. "That man is a fox" is a metaphor; the man is spoken of as if he were a fox. "John was a lion in the battle" is also a metaphor. Why?

When the comparison is expressed by using **like** or **as** or **so**, the figure is called a **simile**. "That man is like a fox" is a simile. Also "John fought like a lion." But "He has muscles of iron" is not a simile; it is a metaphor. As a simile it would read, "His muscles are like iron," or "His muscles are as strong as iron." Metaphors and similes may usu-

ally be converts one into the other, as seen above.

These two figures of speech are so exceedingly common in writing and speaking that we use them quite unconsciously. When we say, for instance, "May has golden hair," "He was as black as coal," "He acted like a fool," "He looked daggers at me," we are not conscious of speaking figuratively. Which of the above expressions are metaphors, and which are similes?

A word of warning is necessary, especially in regard to metaphors. We must be careful not to "mix metaphors". If we do, instead of saying something beautifully or vividly, we merely make ourselves ridiculous, as did a certain member of parliament, when he said, "I smell a rat; I see it floating in the air before me; but I will nip it in the bud." Consider also, "Every time he opened his mouth he put his foot in it", and "You must put your foot down with a firm hand." These are "mixed metaphors". But the metaphor properly used is a source of great beauty and strength in writing. The literature of the Bible is full of metaphors:

"Thou art my rock and my fortress."

"To the upright, there arises light in darkness."

"The Lord is my shepherd."

The Teacher and International Peace

E. J. Thorlakson

"What is wrong with our schools?" "What is the matter with education?" These and similar cries raised so persistently during the past years of strain and stress provide sufficient evidence that in their hearts the people do consider the school the pivotal point in the developing of a social consciousness. Our schools are being severely criticised: we are not turning out from our educational institutions young men and women capable of taking their places in society as intelligent citizens. Our curricula is subject to the keenest scrutiny, and the public, floundering helplessly between wars and depressions, looks to the schools for constructive leadership.

There is no need for dwelling on the very obvious fact that there is something seriously wrong in the educational system that leads us inevitably into the treadmill of wars and depressions. The last epoch was characterized as the "Great War"; the present epoch is known as the "Great Depression". Perhaps there is some consolation to be found in the word "great", but no one can honestly face world conditions of today without a sense of failure and shame. And well might the conscientious teacher ask: "Of what use are Phonetics, History and Latin if they lead only to the army of the unemployed; of what use Science and Mathematics if they lead only to the butchery of whole nations?" I believe that as honest educators we must face that question, and give an account of ourselves to the parents who entrust their children to our guidance. We cannot go our own ways indifferently, hoping that our jobs and salaries may hold out, and that by some miracle peace and security will be achieved in a madhouse world.

To perform his true function in society the teacher does not need to turn amateur statesman or economist; he need simply revert to his primary duty of "educating" or leading out; he need simply recognize that he is a guide and leader of youth, not merely a supporter of the *status quo*; that under his care are minds in the making, and that those minds must be stimulated to thought. And wonderful minds they are, as yet in the main, flexible and pliable, unwarped by economic self-interest, not yet hardened into prejudice, or beaten into dulness and apathy. Nor is it meant that the teacher should attempt to teach his pupils *how* to think, or *what* to think; but rather that through keeping himself

alert and informed he should fearlessly make every effort to see that the facts of life, history and society are presented *fairly*. For certain it is that information and experience form the bases of thinking, and if the information is one-sided or distorted, then surely the conclusion will likewise be one-sided and distorted. So while we do not want the school to become a centre for direct propaganda of any kind neither do we want our pupils to be unprotected against the more insidious form of propaganda that is conveyed by half-truths, omissions and innuendos, whether in text-book, cinema, press or from the public platform.

The schools have been challenged to do their share in evolving a social consciousness that will lead to international good will and to the ultimate elimination of war. In no field of study is there greater need for critical self-analysis and intellectual integrity. Before we can approach the problem at all we must be prepared to relinquish all cherished beliefs and prejudices that are wrapped up with our self-interest.

There are two distinctly different methods of approach to the problem of Peace, one which assumes a hatred of war, a desire for co-operation, and a general horror at the waste and suffering of war—the method in short which seeks to correct the evils of war within the old political and economic framework, which pours the new wine of peace idealism into the old bottles of competitive industry and trade. The other, which finds peace idealism incompatible with political and economic conservatism, and which believes that no solution will be found without a radical change in our social philosophy, and a drastic readjustment of our economic machinery.

I do not think we need to spend much time in proving that mankind, generally speaking, does not want war. Before a man will go to war some strong motive must be supplied, and the great war-lords of the past have had to resort to special devices in order to get their soldiers. The conscription law in itself is striking evidence that eventually even the strongest motivation will fail to bring recruits. Man, as ethnology has shown, is naturally peaceable, while war appears to be an after effect of *civilization*. It is then not so much a matter of educating man as of re-educating him back to his instincts. These basic instincts have found expression recently in a universal demand for peace. We have

the millions of petitions sent to Geneva; the mass of opinion in favor of peace as revealed by a recent questionnaire sent out to clergymen in the U.S.; the widespread revolt against military training in schools and colleges, to say nothing of the growing volume of peace literature.

Yet, *despite the will of the people*, armaments increase and the war clouds are gathering. Strange is it not, this paradox? How is it that good will does not find concrete expression in sane conduct, that the articulate desire of the people is forever rendered ineffectual?

Just here lies the problem of the educator. It is not so much a matter of cultivating feelings of neighborliness and kindness, as of directing man's basic good will into channels of constructive action. The normal human being unharassed by the spectre of fear and insecurity is content to live and let live. It is only the real or imagined threat to his security that turns his kind and generous impulses into hatred and fear, that takes a man from the quiet cultivation of his garden to the bloody business of striking a bayonet into his neighbor.

Altogether too much of the fear and hatred leading to war is artificially induced either through ignorance or by malignant forces that have something to gain by preying upon men's sensibilities. A most striking illustration of this is found in the campaign of the Rothermere Press against pacifists in general and the League of Nations in particular. Day after day the Rothermere papers hurl their jibes against the League and at all efforts towards world disarmament. This despite the fact that a questionnaire sent out to its own readers revealed an overwhelming majority in favor of the League and disarmament. One wonders why the people continue patiently to subscribe to papers that fly in the face of their readers' convictions, for even after this questionnaire, the Rothermere press persisted in its policy of vilifying the peace movement.

Equally revealing is the attitude of the great newspapers in the United States just prior to the war. There is no doubt that the people were opposed to participation. On page 176 of "Merchants of Death" we find the startling information that as early as March, 1915, the Morgan interests had organized a huge propaganda machine including 12 influential publishers and 197 newspapers for the purpose of persuading the American people to join the Allies. The French historian Gabriel Honataux tells us that in 1914 he and a member of the Morgan firm had drawn up plans for a great war scare campaign in the United States in order to embroil the country in war. Thus in three years armament firms through their papers were able to wear down the resistance of President Wilson and vast numbers of people who had no desire to enter the war. Examples such as this could be enumerated indefinitely. We need not go into the shameful lies and distortions that were part of the Press campaign of belligerent countries during the war. Motives had to be supplied so that people could be induced to go to the slaughter.

Every school teacher and every boy and girl in senior high school should read an unexpurgated edition of "Merchants of Death". The facts are there and no comments are required.

There is, however, a danger in attaching too much importance to the activities of the armament makers. After all, they are engaged in a legitimate business in a world that sanctions competitive business, so legitimate indeed that trafficking in death is mingled with the most pious sentiments. Sir Robert Hadfield, making his report at the last meeting of Hadfield's Limited, armament makers, remarked after referring "to the shadow of the depression", "Happily a favorable turn of events has followed, with much more hopeful results. We are indeed devoutly thankful for present mercies, but may I add that for what we are about to receive may the Lord make us truly thankful. And I say

this in no irreverent spirit." The report was received with fervent Amens by shareholders, and we have it on reasonably good authority that the partial recovery of Britain is due in no small measure to the boom in the armament industry.

The ramifications of the armament industry reach out into almost every department of public life. Its methods are duplicated in competitive Big Business everywhere. The Kreugers, the Insulls, the Stavisky's and the Mitchells are merely spectacular and publicized instances of the psychology of profit. We have been taught that success and efficiency are measured by growing dividends and increased sales, that national and individual greatness is in direct proportion to the favorable balance in the ledger in terms of dollars and cents. And on every hand, in magazines and newspapers and sometimes even in textbooks growing boys and girls are exposed to this pernicious philosophy. The work of the famous Insull publicity committee in corrupting newspaper editors, clubs and organizations, and in distorting textbooks is a case in point. The whole story is told in Gruenig's "The Public Pays". The horrible consequences of such interference with education by self-interested politicians is best expressed in a quotation from a recent address to a graduating class at Padadena. "Why were you not told that the military is required because school bonds are bought by big bankers who use war as a safety valve to protect their dishonest industrial system? Or were you taught that the industrial system is honest? Why were you not told that the only enemies of our country are right at home in the form of internal corruption, crooked politics and decadent industrial economics? Why was it never told you that war is only an aspect of frenzied finance? Why are you graduating with the idea that those who won't fight are cads, that those who are honest are saps, and that people who love beautiful things are sissies?"

The confusion of thought arising from half-truths and garbled information render all efforts at true education futile. Sometimes this confusion becomes amusingly apparent as in 1925 when Jane Addams was excluded from the "National Conference on Cause and Cure of War" on the ground that she was a pacifist. The pacifist group was described as the "lunatic fringe" of the peace movement. Fortunately a great deal of progress has been made since 1925—and the pacifists though still persecuted and imprisoned in some countries have grown in numbers, and the word "pacifist" has lost some of its odium. Slowly the people are beginning to realize that to "Peace" you must say either "yes" or "no". You cannot be of value in the peace movement if you enter it with all kinds of "buts" and mental reservations.

Not long ago a group of intellectuals gathered in the rue de Montpensier, Paris, to discuss the "future of the European spirit". They were the "best minds" of Europe—Paul Va'ery, Aldous Huxley, Keyserling, writers and philosophers. In the hall where Cardinal Richelieu had played his chess game of politics, where Louis XV had strutted in gilded pomp, where fans had fluttered, and white bosoms had swayed with the dance, these modern intellectuals met to deliberate upon the fate of Europe. Their deliberations were pitched in the lofty plane of pure intellect. They spoke of the "Revolt of the Telluric Spirit"; of "The International Politics of the Spirit"; of the "Value of Disinterested Research". They deplored the clamor of the masses for bread and political power; they sighed over the spread of vulgarity in art and literature. They sat there, these best minds, exhorting to morality, pouring out their elegant and elaborate effusions, while outside the walls the world was crumbling and millions crying out for bread. They had nothing to offer but tenuous abstractions and classical exhortations to "pure thought" and morality. Then Jules Romains spoke. It was a bombshell. "The political aspect" he said, "cannot be banished from our discussion without rendering all our talk

sterile. It is purely academic, and by academic I mean the science of speaking without compromising one's self." Then he, too, gradually lost force as his speech proceeded and came to a lame conclusion. The habit of "Academic" thinking had proved too strong for him.

Jules Romains' definition of academic thinking as "The science of speaking without compromising one's self" is one that we should take to heart. I wonder sometimes if we are not inclined to be academic in our attitude to peace, priding ourselves on our disinterestedness and powers of detachment. But can one be detached on a subject of life and death? Does a crusader continuously weigh the pros and cons, or does he defy the powers of an Empire like Martin Luther impelled by an urge stronger than himself—"God help me—I cannot do otherwise."

As to the nature of war Carlyle has described it dramatically and for all time in "Sartor Resartus".

"What, speaking in quite unofficial language, is the net purport and upshot of war? To my own knowledge, for example, there dwell and toil, in the British village of Dumdrudge, usually some five hundred souls. From these, by certain 'natural enemies' of the French there are successively selected, during the French war, say thirty able-bodied men. Dumdrudge, at her own expense, has suckled and nursed them; she has, not without difficulty and sorrow, fed

them up to manhood, and even trained them to crafts, so that one can weave, another build, another hammer, and the weakest can stand under thirty stone avoidpouis. Nevertheless, amid much weeping and swearing, they are selected; all dressed in red; and shipped away, at the public charges, some two thousand miles, or say only to the south of Spain; and fed there till wanted.

"And now to that same spot in the south of Spain are thirty similar French artisans, from a French Dumdrudge, in like manner wending; till at length, after infinite effort, the two parties come into actual juxtaposition; and Thirty stands fronting Thirty, each with a gun in his hand.

"Straightway the word 'Fire' is given and they blow the souls out of one another, and in place of sixty useful craftsmen, the world has sixty dead carcasses, which it must bury, and anon shed tears for. Had these men any quarrel? Busy as the devil is, not the smallest! They lived far enough apart; were the entirest strangers; nay, in so wide a universe, there was even, unconsciously, by commerce, some mutual helpfulness between them. How then? Simpleton! their governors had fallen out; and instead of shooting one another, had the cunning to make these poor blockheads shoot."

If this be so, how can any of us who toil and spin give aught but the "everlasting yea" to peace?

Obituary

As one recalls the early days of the Alliance, certain worthies stand out, not so much perhaps, because of prominent public utterances and inspiring addresses, but rather by reason of genuine loyalty expressed in quiet, persistent and painstaking labor day by day in their own vineyard. Of such was John Stevenson. His presence in any centre guaranteed smooth and efficient operation of the school, a loyal staff liking to work with or under him, a student body loving and respecting him, a school board co-operating with him and the Alliance "going strong" — a local established with its membership extending away beyond the borders of his own school. Such are the key men of the profession, of the Alliance, who can not be replaced.

Therefore, it was with a deep sense of loss as well as real bereavement that we learned of the passing peacefully away of John Stevenson at his home in Calgary on Sunday, November 4th last, after an illness of four and a half months. He returned to school in September last, but after a few days work he was compelled to relinquish his duties once again and return to bed. From then on, he became weaker and death crept upon him. The funeral took place at Hillhurst United Church and he was interred in the Calgary Cemetery.

Mr. Stevenson was 47 years of age, born at Newburgh, Ontario, taking his public and high school education in schools in Lennox County. His university course was taken at Queens where he specialized in English. He was a graduate of Calgary Normal School and taught in the West for twenty-two years. Most of

his professional life in Alberta was served as principal of the Pincher Creek Town School where he served twelve years altogether. In 1920 he accepted a position

on the Edmonton High School staff but in 1921 he was persuaded to return to his old position at Pincher Creek where he remained until 1928 when he joined the Calgary High School staff, serving in South Calgary and Western Canada High Schools. He was an active church worker particularly interested and energetic in Sunday school and boys' work and was a member at the time of his death of the Hillhurst United Church. A wife, a five year old daughter, a mother in Kingston, five brothers and two sisters remain to mourn his death and the Alliance extends to them heartfelt sympathy and joins with them in sorrowing at the loss.

John was a most likeable fellow because of his quiet, kindly and unassuming disposition, highly esteemed because of his painstaking and efficient performance of his duties in school. He was nevertheless of strong personality, loyal

to a principle and resolute and persistent in all his endeavors. He served in various official capacities for the A.T.A.—as President, Secretary-Treasurer of locals and district organizations in the Pass towns, and was a very valuable member of the Provincial Executive in 1924 during one of the most difficult periods of our existence. Articles in *The A.T.A. Magazine* were from time to time contributed by him. But perhaps the greatest service he rendered to his fellow members accrued from his steadfast advocacy of unity and loyalty of teachers to their professional body. Few there are who so genuinely merit the epitaph:

"Ever loyal and ever true."



John Stevenson

A.T.A. Appears Before Rural Education Committee of the Legislature

The following is the substance of the brief presented by President Thorlakson and the General Secretary on behalf of the A.T.A.—Oct. 24th, 1934.

The structure of the rural educational system in many cases has completely broken down. This is due in large measure to the fact that:

- (a) It has become obsolete in modern society,
- (b) Its local source of income is land productivity and farm produce prices. These vary widely because:
 - (1) Drought, insects, fungus, wind, hail, frost or flood may destroy the crop;
 - (2) Farm produce prices may fall below production costs;
 - (3) The prosperity of the Alberta rural dweller depends largely upon the food needs and buying power of people whom he has never seen, and does not know, in distant lands. Clearly they are unconcerned about his tax-paying prospects and the education of his children.

That the financial structure of the one-school unit has broken down is evidenced by:

- (a) The closing of some schools and the reduction in the school year of many others;
- (b) The sweat-labor remuneration of many teachers in rural areas;
- (c) The increasing number of rural schools dependent entirely upon government grants to keep them open;
- (d) The accumulating arrears of salary due to teachers who are working for remuneration less than the amount paid to non-working unemployed on relief.

Need for Larger Unit of Administration

It has been obvious for a long time that the greatest impediment to progress is the old, worn-out, small, inelastic conglomeration of units of administration known as the rural school districts. We have over three thousand rural school districts in Alberta, independent and autonomous, and their too-immediate system of local control of certain features of education has the reverse effect which at first sight it might be supposed to produce. Instead of there being a wide variety in types of administration, there is, instead, an invariably uniform system everywhere. What is technically autonomous and presumably elastic, is stereotyped and inelastic and about the only feature breaking the monotony is the inequalities of assessment of the various districts.

The school board, under normal conditions, is able to operate the school the whole year round, or perhaps pay the teacher fifty or a hundred dollars more than the adjoining district, which has just sufficient funds to "carry on" so that the children can go to school. That is the one and only aim apparent. Education, to the average citizen, is just "going to school". "School" is providing a building, paying the debentures, getting enough money to pay the teacher and carrying on as long as the funds hold out. The final result is that any two schools in the rural areas, just as long as they are in actual operation, are as like as two peas, and the lack of technical knowledge on the part of the average school board member and the average ratepayer results inevitably in a uniform standard of mediocrity—carrying on with minimum requirements, satisfied if the Department of Education, through its inspectors of schools, has nothing adverse to say.

This too-immediate form of local control, in its actual working out, makes a misnomer of the term "local autonomy". Autonomy implies freedom to exert initiative, inde-

pendence of action, and varied procedure, but our autonomy (so-called), results only in the casting of every school in the same mould.

Freedom of initiative cannot be exercised unless there be knowledge to produce the capacity to exercise it, and the same applies to independence of action. No matter how keen on education, how well-informed the odd rural school board member may be, the fact remains that he is so much in the immediate presence of every ratepayer who feels and often exercises his right to interfere and cause trouble with teacher or board, that he must needs either quit or let things run in his district in the same old way as they are run in other districts: so much money must be provided to pay the teacher, so much for debentures, for janitor services, etc., and there is the end of it. The teacher's job must be put up for auction, and no more must be paid to the teacher than is commonly paid in the immediate neighborhood. The teacher and the school are so visibly the recipients of taxes, and every dollar spent or saved on the teacher's salary means so much—so many cents—spent or saved by the individual taxpayer, that it is a bold school board—and such are rare indeed—that braves the objections to retaining an efficient teacher year after year by placing him on a schedule of salaries. Which, being interpreted, means that no individual taxpayer nor school board member can, in the very nature of things, do other than think in terms of individual experience only—he can not think or act provincially, and the system of autonomy (so-called) defeats itself.

Equalizing the Burden

By the provisions of *The British North America Act*, education constitutes a fundamental obligation of the Province. This essential fact should be the foundation of our system. The obligations of municipalities and boards of school trustees are delegated responsibilities, which delegation does not absolve the Province from direct concern in the matter of education. It follows, therefore, that it would seem to be the duty of the Province to see that, as far as practicable, equal educational opportunities should be provided for all the children of all the people, irrespective of the part of the Province in which they happen to live.

If the providing and financing is left largely to the various municipalities and districts of the Province, then such equality of opportunity becomes difficult, if not impossible, as actual experience has demonstrated. It would therefore appear inevitably that the solution lies in the adoption of some method whereby the Province assumes direct responsibility for providing from General Revenue a much larger share of the finances necessary for education in all parts of the Province.

There is no uniform relationship between the wealth of any community and the number of children in such community to be educated. In some cases there is much wealth and few children; in others, little wealth and many children; hence, as the community itself has to assume the large liability for the costs of education there will be marked inequalities in the amount of taxation necessary.

With the powers of taxation for educational purposes possessed by the Province as a unit, it should be possible to equalize the burden of taxation and to standardize the costs.

If complete centralization could take place in Alberta, and the Province assume the entire costs and control of education, it would result in some educational losses as well as some gains. It is a recognized fact that some districts desire better educational facilities than others and are will-

ing to pay more to provide such better facilities. Such local pride and initiative is highly commendable, and it might be a very retrograde step to prevent such a possibility. It might be well, therefore, for the Province to assume such financial responsibilities as will ensure a desirable, uniform, minimum program of education for all districts, leaving it to each district to provide such better facilities for any additions or improvements the ratepayers themselves would wish, from local taxation.

We would suggest, therefore, that consideration be given to a plan whereby the provincial government would assume responsibility for a much larger portion of the costs of the uniform minimum program of education throughout the Province: at least sufficient to ensure minimum standard requirements of the educational system.

The school district revenues could be provided from a tax on real property or from such other sources as might be deemed advisable.

A child's education should not depend in any significant degree on his fortune or misfortune in being at school during good or bad times respectively, or being located in a wealthy, long-settled community or a pioneer, sparsely populated section.

Preserve Principle of Autonomy

The question then arises, how can the system be so reformed without any denial of the principles of local autonomy? The Alliance has always advocated a larger unit of administration. Not that these units need necessarily be of uniform size, nor yet contain a set number of schools; rather their size would depend on the geographical nature of the locality affected and on the density or sparseness of the school population. These units should be administered in some form of organization consistent with the principles of democratic government.

There are many who believe that the introduction of the county or divisional unit of administration would re-enforce rather than weaken the principle of local autonomy, and rapidly tone up and improve the whole system in every way. However, it is suggested that an attempt to institute a county unit of administration would be too great a step at one time.

Municipal Unit

The municipality as a unit already exists in Alberta, and is now the tax collecting authority for most of the rural schools. It is suggested that the first step towards a larger unit of administration would be the dissolution of the small districts as they at present exist, and make the municipality the unit of administration for educational purposes, as for other social services—hospitalization, roads, etc.

It is apparent that the municipality is not the ideal unit at the present time since many of them are too small finally to become an efficient unit of administration. It may be urged that the low potentialities for supporting the educational system as between municipalities would apply as between rural school districts to-day. On the other hand, the same argument applies (in lesser degree, of course, as the unit of administration be larger) if a county system were instituted.

Nothing could possibly solve this question but the making of a single unit of the Province, but at least the municipality would even up conditions within its own area if equalization grants from the provincial exchequer could be provided in measure large enough to rectify inequalities as between the different units.

Provincial Board of Education

It may be suggested that, under the large school unit of administration, questions will arise that do not come within the province of the local unit board, or the authority to deal with which is not clearly defined; therefore it is suggested that a permanent Advisory Board be set up in the Province,

appointed by the Lieutenant-Governor-in-Council, representative of the Department, school boards, teaching profession and other bodies. This Board might function at least in the following particulars:

- (1) Determine the boundaries of the larger units;
- (2) Act as an Appeal Board in any dispute arising between the various educational authorities of the Province;
- (3) Extend educational services to settlements outside the organized districts;
- (4) Review the financial capacities of school districts to determine government grant requirements;
- (5) Co-operate with school districts in the provision of adequate supervision: that is, inspirational and advisory contact of educational experts with schools.

Taxation in Support of Education

Although it has been previously suggested that a larger proportion of the support of the educational system be borne from consolidated revenues, the consideration of new sources of revenue is properly a subject for expert investigation, which is doubtless being undertaken by the Finance Department of our Government.

From an educational point of view, we would suggest that the land tax has become quite inequitable and obsolete, particularly as far as educational finances in their entirety are concerned.

We are of the opinion that a properly constructed, graded income tax offers the best solution and is a fair and equitable method of gauging the ability to pay. Obviously, however, it requires considerable modification from its present form.

We would also suggest that there is much to be said in favour of all regular incomes bearing some tax, even those in the lower brackets, for education is a social service from which all benefit.

We believe there is much merit in what is commonly called the "un-earned-increment tax", and would suggest attention to this field. Where land or property or stocks, etc., increase in value without the efforts or skill of the owner, but rather due to the progress of society, it is not unreasonable that some share of the increase should be available for public purposes. Income arising purely from investments being regarded as "un-earned" while income from employment is regarded as "earned". Such a tax on un-earned increments might, in prosperous times, yield considerable revenue.

We suggest that taxation of improvements, up to a certain percentage, might well be made compulsory as long as the assessed value of real property is to remain the principal source of revenue for local governments.

We would suggest consideration of an increased percentage of pari-mutual and similar receipts, being taken as a tax. Even in hard times there appears to be much money available for betting and other amusements. Surely the loser would be gratified to know that a good portion of his losses would be retrieved and used to good advantage, while the winner would not worry unduly over reduced winnings.

It is suggested also that the one great obstacle to the institution of a larger unit of administration for school purposes is the fact that a well established district which has entirely, or to a great extent liquidated or paid its bonded indebtedness, objects now to have to support or assist in paying the indebtedness of the newly established districts.

It is suggested that the whole bonded indebtedness in the Province for school buildings might be consolidated and cared for by the Provincial Government.

Curricula

It is recommended that with the establishment of larger units of administration, more authority can be delegated to

the local unit with respect to the type of education provided in its own district. In other words, the local unit would be free, in some measure, with the sanction and authority of the Department, to organize its own course of studies as laid down in a broad way by the Department, such "local scheme of education" being subject to the approval of the Department through its inspector.

Supervision of Teachers

If a larger unit were established, the casual and infrequent inspection of schools could be superseded by more definite and constant direction under the unit supervisor, municipal or county, as the case may be. In a district comprising, say, twenty or thirty schools, the supervisor would have ample opportunity to make monthly visits to keep in constant touch with his staff and to direct the progress of his schools; regular staff meetings might take the place of semi-annual conventions, and a definite educational programme be carried through. The supervisor would be more a principal than an inspector, and while of necessity responsible to the Department as well as to the school board, he would at the same time keep the board regularly and definitely informed regarding school conditions and progress.

From the teacher's point of view, the advantages would be numerous. Under the expert guidance of a supervisor, each teacher would realize that he was, to all intents and purposes, a member of a regular staff rather than an isolated individual governing his own small school in his own small way. The consciousness of having support and assistance from his superior, the supervisor, would go far towards creating interest and contentment, while the knowledge that each school must not be outdone by its neighbors would tend to create professional enthusiasm. All that would help to stabilize the teaching profession and to eliminate much of the constant changing from school to school.

Lastly each unit would naturally have a uniform scale of salaries and experience would be recognized as it is at present in every progressive city and town. Furthermore, such a system of administration would enable teachers who have specialized in work outside the graded school to have a senior position in view, that of a municipal or county supervisor. At present the only possible advance or improvement in the economic status of a teacher which he can achieve is by migrating from the rural districts to the town or city schools and thence maybe to the inspectorial staff of the Department.

Schedule of Salaries for Teachers

It is suggested that a Province-wide schedule of basic salaries be formulated along similar lines to that of the Burnham scale in England and Wales, and the B.C. Schedule of Basic Salaries. Although there would be no legal obligation on the part of the educational authority to pay the basic minimum, indirect pressure could be brought to bear on the local authorities by a reduction in government grants payable to the authority, such reduction being equal to the amount the authority paid below the basic minimum.

Pension Scheme for Teachers

It is suggested that a scheme of pensions for Alberta teachers would do much to stabilize the profession. It would induce larger numbers of young men and women of ability to remain in teaching and make it their life work.

Raising the Standard of Entrance to the Teaching Profession
The Alliance advocates that immediately Grade XII should be a pre-requisite for entrance to a teacher training institution and, later, that there be at least two years of professional training before full certification is granted.

In addition to the foregoing it is suggested that there be methods adopted of selectivity of members of the profession, other than purely academic requirements as at present.

Teacher Tenure

Although a larger unit of administration would doubtless eliminate many of the disabilities under which teachers at the present time labor with respect to tenure, the fact remains that if teaching is to rise to higher levels, a greater measure of security during efficiency and good conduct is essential. The tendency of the world over to-day is to provide for "dismissal for cause" and to have the teachers granted the right to appeal to an impartial body in case of strong supposition of injustice.

One very general reason for the present insecurity of teachers is the growing tendency to execute term contracts. It is suggested that a system be adopted similar to that in Quebec and other Eastern Provinces where every contract is for a definite period, usually one year, but continues in effect after the term expires unless notification of non-renewal is given not less than 30 days before the date of expiry.

Living Conditions of Teachers

Living conditions of the teacher are often a considerable factor in the teacher's capability in operating the school, and owing to the fact that, especially in some outlying districts, the boarding accommodation for the teacher is of a very crude variety; and whereas in not a few instances lady teachers have been subjected to regrettable experiences; and whereas the state of neglect and delapidation of many of the teacherages is such as to render them unsuitable for comfortable habitation—especially for ladies—it is suggested that the appointment of a female visiting officer whose duty it would be to advise teachers and school boards on the matter of boarding accommodation, would do much to better conditions of rural school teachers.

Certification of Teachers

It is suggested that the matter of training, certification of teachers, granting of certificates to teachers from other parts of the world, cancellation of certificates, disciplining of wayward members, be placed under the authority of a body composed, amongst others, of representatives of the teaching profession, and that official status involving membership in a professional organization be a requirement of all practicing the profession of teaching.

Inspectors' Reports on Teachers

It is suggested that the report of the Inspector relating to the purely professional aspect of the teacher's work be not included in the report to the board, for the following reasons:

- (1) The Inspector's criticism is naturally circumscribed because of danger of items solely intended to assist the teacher being misunderstood or misinterpreted by laymen and used against the teacher. All the board needs to know is whether the teacher's work judged by the Inspector's own observations is of a satisfactory or unsatisfactory nature.
- (2) The value of an "intimate", formal report after each and every visit of the Inspector is seriously questioned—especially in the case of teachers of long and successful experience—unless, of course, something particularly significant (noteworthy of blame or praise) is revealed. Much time is devoted by Inspectors to making out of long reports which might otherwise be devoted to conference with the teacher, etc.
- (3) The grading X., V.G., G., F.G., F., W., is very questionable. Different Inspectors so frequently grade the same teacher differently.

Missing Objectives

The school objectives currently embodied in the Courses of Studies for rural schools have been in use for several generations. One other objective is under present circum-

stances not possible of fulfilment in present conditions. This missing objective relates to the now urgent need for training in initiative, resourcefulness and self-reliance—personal qualities which are indispensable in facing the new conditions of employment which, for all, are now so full of uncertainty. Direct vocational training, even when we know what each individual youth should be trained for, has lost much of its validity through this uncertainty.

Conclusion

It was hoped that the Alliance would be able to supply information with respect to the following evidences of breakdown of the present system, but with the limited time and, in a measure, the limited facilities at our disposal to secure and make available statistical data, the presentation of a full case can not be taken advantage of at the moment. It is suggested that this committee obtain much of the data mentioned since the Government through the Department files could do the work much more economically and efficiently:

- (1) Closed schools
- (2) Shortened school year
- (3) Reduced salaries
- (4) Non-payment or delay in payment of salaries.

- (5) School supplies cut down
- (6) Ineffectiveness of the present grant system
- (7) Increased number of tenure cases:—teachers dismissed because of salary difficulties
- (8) Disturbed conditions of rural schools affecting:
 - (a) teachers
 - (b) pupils
- (9) Doors of opportunity closed to rural pupils
- (10) Crowded classrooms
- (11) Non-payment of school board requisitions by municipalities.

Percentage of Cost of Education Borne by the Provinces

Prince Edward Island	60.9%
Nova Scotia	22.4%
New Brunswick	21.4%
Quebec	16.5%
Ontario	10.9%
Manitoba	13.6%
Saskatchewan	19.3%
Alberta	12.4%
British Columbia	41.3%

Tabulated from the *Annual Survey of Education in Canada*, 1932. Issued by the Dominion Bureau of Statistics.

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THE PROTOCOLS OF ZION

The Protocols of the learned Elders of Zion have been circulated in fifteen languages and have done much to stir up hatred of the Jews in Europe and even in America. Last year, Swiss Jews caught the Swiss Nazis distributing copies of them and the Jews naturally eager to get public condemnation of this literature and free themselves of the odious charges made in them against the Jews brought a libel suit against the Nazis which they were able to do under Swiss law against circulating literature "calculated to excite vile instincts or to cause brutal offense".

The Protocols of Zion were first published in 1905 by a Russian named Sergie Nilus who asserted that they are an account of a secret meeting of Jewish Elders. They consist of twenty-four separate protocols and represent, supposedly, speeches of one Elder or of a succession of Elders who plan for world authority, a possibility only attainable through cunning and hypocrisy. They plan to bring about collapse of Christian society by, "Corrupting the young generation by subversive education, dominating people through their vices destroying family life, undermining respect for religion, encouraging luxury, amusing people to prevent them from thinking." They plan to poison the spirit by destructive theories, weaken human bodies by inoculation with microbes, foment international hatreds and prepare for universal bankruptcy and concentration of gold in the hands of the Jews.

In politics the Jews seem to favor the worst features of Bolshevism and of reactionary despotism, adopting either as it suits their purpose of wholesale corruption of Christian society. They scorn the masses and yet advocate in Protocols three and four, "We will represent ourselves as the saviors of the laboring classes who have come to liberate them from oppression by suggesting that they join our army of socialists, anarchists, communists, to whom we always extend our help under the guise of the fraternal principles of the solidarity of our social masonry. We will adopt for ourselves the liberal side of all parties and all movements and provide orators who will talk so much that they will tire people with their speeches until they turn from orators in disgust."

These Protocols were first circulated in Russia during the war and spread throughout Europe as an explanation of the Russian Revolution. Henry Ford of United States reprinted them in his "Anti-semitic Dearborn Independent" and had them quietly circulated and used in attacking Bernard Manuel Baruch who they say has been stated as a sort of Jewry King for the Western Hemisphere.

The Jews, in their natural desire to free themselves of such slanderous charges, are entering upon a very discouraging task at the Swiss trial for the Protocols are widely read and believed although such instruments as the *London Times* (1921) have disavowed any belief in their authenticity. The Soviet outlawed them in 1917.

They have a flavor of old-wives-tales and seem to have originated from two obscure books of the nineteenth century—a book published in Brussels in 1865, a political attack upon Napoleon written by a French lawyer, Maurice Joly and entitled "A Dialogue in Hell between Machiavelli and Montesquieu" another entitled "Biarritz", an economic romance written in 1868 by Herman Goedsche, a German who wrote under the pen name of Sir John Retcliffe, in which a secret assemblage of the Elect of Israel is pictured

in a Prague cemetery gathered around the tomb of a Holy Rabbi where is plotted the destruction of the world. In 1893 German editors reported it as an authentic speech of a Jewish Rabbi to his congregation, crediting the story to an Englishman, Sir John Retcliffe. Then by 1912 this story had become the speech of a Jewish Congress in Lemberg.

The Russian Conservatives and the Secret Police (The Okhrana) wanted to distract the credulous Czar Nicholas and when Liberals demanded reforms the discontent of Russia was translated to the Czar in terms of a general Jewish conspiracy and evidence of this were the Protocols which by many are supposed to be the work of General Rachkowsky, Head of the Police, and a man named Golovinsky.

Much credit for the Protocols was given to Sergei Nilus under whose name they first appeared and who is described as a mad monk, an erudite theologian, a judge, an Okhrana official. Apparently Nilus received the manuscript from General Rachkowsky and made additions of his own.

The point of interest to all in the present trial is the authenticity of the Protocols. The Nazi defense is largely that even if the Protocols are spurious they have been borne out in history and thus justify the Nazi aversion to the Jew.

Theodor Fischer, a Swiss Nazi, as one of the defense counsel. On the other side was Dr. Chaim Weizmann, a chemist, who gave to Britain during the war a process for speeding up production of alcohol and as a reward gained Balfour's promise of a national homeland for Jews in Palestine. He was formerly President of the World Zionist Federation and might well be the uncrowned King of Jews if the Elders were planning a world kingdom. Nazi Fischer questioned Weizmann concerning the first Zionist Congress in 1897 at which Sergi Nilus declared the Protocols were drawn up but Weizmann claimed he was not there. C. A. Loosti, a Berne author for the prosecution, declared them "scandalous literature of the worst sort" and showed almost conclusively their parallelism of Joly's Dialogue quoting passages in proof. The defense are very superficial, Dr. Alfred Zander stating that he considered them authentic because no one had even complained of them before. The trial has been postponed to a future time.

WHAT IT MEANS TO HAVE RUSSIA IN THE LEAGUE

Until this year United States and Russia have been outside the League, two of the largest world nations. However, 1934 witnessed the entrance of Russia, a country which for

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years has poured forth hatred and contempt for the commonwealth of nations but which now M. Litvinov says is an instrument of "incalculable advantage to humanity".

Why this change of front in Russia? Why the sponsorship of her entrance by France, Italy, Great Britain and even Poland, nations who have hitherto opposed bitterly? In answer to the last we may say that the great objection was Russia's adherence to the Third Internationale and as a result advocacy of a world revolution in which all nations would adopt Communism. Then, too, England and France were hoping for and to some extent had helped a counter revolution but by now Europe has realized that the Soviet Government is in Russia to stay whereas Russia herself, appreciating the impossibility of the existence of a Communist State within a capitalist world, has turned about and under the guidance of Stalin has adopted a policy which aims at securing the friendship of Western nations. This reversal of policy has not been definitely stated, only implied in action. We see this in Russia being strong in proposals for European peace, standing alone almost for complete disarmament, and in her improved relations with countries around her such as Poland, the Little Entente, Turkey and the Baltic States.

The second set of forces urging Russia to the League have come from Germany and Japan. France wanted aid in the East against Hitler. Hitler's persecution of Communists as well as his evident desire for Baltic territory antagonized Russia and although attempts were made by Rathenau, the German industrialist and statesman, to draw Russia and Germany together, Hitler undid the good work and when the quarrel over disarmament occurred last spring Russia came forward openly as the supporter of French policy and was very welcome, for Russia's daily increasing pre-eminence in the air makes her a valuable ally, for another war with Germany will be one of the air and of chemicals and Russia might prove the one way to victory.

As to Japan—a Russo-Japanese war in the future is almost inevitable. The League may not be able to prevent such a war but at least she will be able to restrict it to the Far East. In event of a war with Japan, Russia fears Germany in her rear, for Hitler would use his influence in the Ukraine and all along the border to stir up rebellion against the Soviet. League protection would mean much to Russia, and France, terrified by German military power, would see that the League performed her part in protection.

Portugal and Belgium opposed her entrance probably because of Vatican influence. Calvinistic and ultra-democratic Switzerland voted against it, also Holland, without giving reasons. Canada, although opposed to it, because unfavorable to Soviet doctrines, supported it in the interest of a new era in history. Fear of Germany actuated many voting in favor of it and as Eamon de Valera said "the consideration that a nation with 165,000,000 people and a territory three times the area of the rest of Europe must add greatly to the power of the League and the value of all its undertakings".

The League now presents a ring against Hitlerism. Germany retains for one year longer her permanent seat upon the Council at Geneva and might at any time next year return. It is to be hoped she does. And if the Saar question were settled satisfactorily and Germany's right to equality of armaments were admitted, it might be accomplished for we know that no plan for limitation and control of armaments can be put into effect until she is back in the League. Both Germany and Japan may realize the disadvantage they are at outside the League. Stalin's comment is striking, "The fact that bellicose nations with aggressive designs cannot stay in the League is one of the best proofs of its worth." Even United States, although she stubbornly refuses to enter, has all along made evident her interest and of late increasingly so by her entry into the International Labor Organiza-

tion and in the work of the Disarmament Conference. Then, too, she is pleased at Russia's adherence for it means pressure against Japanese ambition in the Far East.

In summary we may note three happy results:

1. Russia's membership in the League emphasizes the universality of the organization. There are no outcast nations as formerly—Turkey, Mexico, Abyssinia and Russia. There are no barriers of race, culture, geography or government. The League is a body where democracy, Fascism and Communism stand on equal footing.

2. Russia adds to the League, the one country which joins the two chief danger spots of the globe—Eastern Europe and East Asia. It makes it much easier for the League to handle threats of war in these areas. Another time the League will not be hampered as she was in the Manchukuo affair by the fact of the non-membership of one of the contestants.

3. Russia's entrance emphasizes sharply the line between nations desiring peace and pacific means of adjustment and between those who do not.

Russia thus, by her action, says that no nation lives to itself alone—that she desires a place in this great international commonwealth and in joining it she admits that to some extent, she must resign certain of her sovereign rights. The League is a body with many limitations, it is true, her methods have savoured too often of politics; she is, as it were, too much of Europe, but with the entrance of Russia and in time, we hope, of United States and Brazil, may the League become the great factor in preventing conflict in the Far East, turmoil in Central Europe and the means finally of solving our "world-wide depression"!

EGYPT

King Fuad is seriously ill. His son is only fourteen. Ibrahim Pasha, the controller of the Royal Estates has become a very formidable power behind the throne and is the

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CANADA

intermediary between the sovereign and the Prime Minister. The Prime Minister, perplexed, consulted the acting High Commissioner, Mr. Maurice Peterson, who told him he would have to drop two members of his Cabinet and take steps to curb Ibrashi Pasha's power. This advice reached the King's ears and the Prime Minister, intimidated by threats from the court, refused to admit he had asked for advice, and stated it was given unsolicited, which places the High Commissioner in a very uncomfortable position.

FRANCE

On November 6th Premier Doumergue's National Government fell and Edouard Herriot, Vice Premier and his five fellow radical socialist ministers find themselves in the front of the political line. Doumergue was forced out largely on account of his proposal of a reform in the Constitution. Cabinets have risen and fallen with astounding speed in France due to the fact that the Senate only has the power to dismiss the Chamber of Deputies which, secure in its tenure of office, with no fear of facing re-election, votes non-confidence in the Cabinet and asks for a new one. Doumergue proposed giving the power of dismissal to the President and Premier and thus rendering French governments more stable. To Englishmen or Americans this change does not seem at all revolutionary and the annual conflict over the Budget would be lessened for it would be the sole work of the Cabinet, and the Deputies, whose work it has been, would be prevented from amending it, each to his own political advantage.

Doumergue delayed and gave the opposition time to organize and for hostile opinion to arise in the Cabinet itself. The country became excited and cries of despotism, Fascism, etc., arose. Political factions were said to be arming. Economic distress added its quota to the discontent. Unemployment is greater than at any time since the war. Farmers are restless. The cost of living is rising, the index figure being 99 as compared with 76 in England and 64 in United States and the Radical Socialists are calling for decisive action, not words.

UNITED STATES

The elections in the Republic to the South have again placed the Democrats in power. The Senate has given over a two-thirds majority and the House of Representatives have done likewise. The President finds himself in a very unusual position and it means full confirmation by the nation at large of the New Deal. Franklin Roosevelt's personal popularity, no doubt, had much to do with the victory. It argues, too the hope of the citizens of United States that he may restore prosperity—at any rate a willingness to give him another chance.

The defeat of Upton Sinclair in California in carrying out his Epic policy argues nothing but a clinging to tradition and a fear of the unknown. Be that as it may Upton Sinclair's campaign injected an element of romance, idealism, and humanity which we hope may temper the policy of the incoming executive headed by Merriman.

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The Alliance on Trial

There are two ways in which teachers and the Teachers' Alliance may react to an economic crisis. One is, to stand together, to hold what we have gained as a profession, and to make an intelligently directed attack on the evils of a system which is not only robbing teachers and other workers of reasonable remuneration, but is denying to the young people adequate preparation for life. The other way to behave is to adopt the "Devil take the hindmost" attitude, split into factions, and grab for what may be had. This attitude, of course, throws to the winds all we have gained of a professional status, or of that solidarity which alone can even attempt to cope with reactionary school boards, economy drives on education, and the "Axe" generally.

Times of stress rouse the fundamental forces in all of us, and are the acid test of just what degree of professional unity, or even of civilized behavior we have attained professionally, as well as individually. It cannot be denied that, with respect to the under-cutting used by teachers in the rural districts where no schedule exists, there has been an unfortunate reversion to jungle methods, with the inevitable lowering of salaries everywhere. It is perhaps unfair to blame too severely the young and inexperienced teachers, (inexperienced in economic questions even more than in academic ones), who were and are, guilty of these lamentable breaches of professional conduct. They stand as individuals, and inexperienced individuals against a hostile world. Their isolation and weakness make them very vulnerable to the attacks of unscrupulous individuals and school boards.

It is a different matter in the cities, where schedules of salaries have been secured, often after long and difficult negotiations. These schedules stand for stability and progress in two ways. They protect school boards against the lobbying of individual teachers, and also, to some extent, at least, against recalcitrant tax-payers. To the teachers they give a common cause, with each other and with any board which upholds the schedule.

It is, of course, unfortunate that the depression, combined with the anti-education drive, has brought about drastic cuts in teachers' salaries; it is much more unfortunate that it should be allowed to destroy the hard-won solidarity of a body of people still struggling for a real professional status. But this is the case where reactionary and unscrupulous persons in the teaching body seek to bring about discriminations in salary favorable to themselves and based on personal rather than on professional grounds. When, as has been the case, in one city, certain teachers connive with certain elements in a school board to bring about such discriminations, unprofessional conduct in its lowest form is surely reached. Such discriminations, however brought about, are sure to cause dissensions and schisms within the Alliance, and may destroy it entirely. One does not need to look further to find the reason why reactionary school boards try these tactics; it is the quickest way to disrupt the only force that can stand against them. But teachers who are so short-sighted as to lend themselves to this practice are not only extremely unprofessional and unethical in their conduct, they are in the highest degree foolish. They are simply cutting their own throats, and not in so very long a run, either.

Teachers who value the protection of the Alliance will do well to remember that the basic condition on which the Alliance exists, is the principle expressed as "Equal Pay for Equal Work", and no body made up as the Alliance is can carry on without due observance of this principle. People do not pay fees to an organization to secure superior privileges for any group, but to secure equal consideration

for all in proportion to qualifications and service rendered. That the Alliance stands for this principle has been tacitly accepted from its beginning and was emphatically and clearly expressed by the resolution passed at the Annual Meeting of 1933. That any group should attempt to violate this principle, while within the shelter of the Alliance, should be a matter of concern to every teacher, man or woman, who has anything to gain from the solidarity of the Alliance. That excepts no teacher.

The Alliance should therefore concern itself very definitely about two things: First, the education of its members regarding the importance of its own basic principles, and their support of these at all times, as well as the careful selection of officials who will carry out these principles. In the second place we must meet half-way or better the cause of those who honestly feel that some provision ought to be made for dependents, without being clear as to whence that aid should come. We should do all that we can to place that responsibility where it belongs, on the Government. The expense of the education of children is already largely borne by the state, and the same principle of state responsibility should be extended by Unemployment Insurance, Old Age Pensions, and other means by which all the workers of Canada—not only teachers—may be protected from fear of want, either for themselves or their dependents. Teachers should cultivate a broader vision. Instead of working for teachers only, or, more narrowly selfish still, for any small group within the body of teachers, they should perceive their essential unity with all workers and should use their efforts to further those ideas which emphasize and increase the responsibility of the citizens of the country as a whole, in short, the State towards the children, the unemployed, and the aged, who make up the "dependents" mentioned above as so fruitful a cause of dispute with the Alliance.

Surely no one portion of society, let alone no one group of teachers should be specially penalized to provide protection for other people's dependents. That is the duty of the State, and every citizen, according to his means, should carry a part of the total burden.

If as and when teachers realize and act upon these two basic objectives, they may hope to attain that professional status, which most (or the best at any rate) of teachers have so long desired, and with it, the power and security that such a status brings.

(Contributed)

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Local News

ATHABASCA

A Local organization is now functioning at Athabasca with the following officials: President, Fred Meadows; Vice President, Miss F. Hopps; Secretary-Treasurer, Mr. G. Grover; Press Correspondent, Mr. Chas. Conquest. All teachers of the vicinity are cordially invited.

BEAVER RIVER

A meeting of teachers in the Beaver River Local was held at the home of Mr. and Mrs. Tomasky on Saturday, October 20th. Eight members and six visitors were present to spend an enjoyable evening together. After the business meeting was concluded Mr. R. M. Sherk of Glendon delivered an extremely interesting and instructive paper on Geography. The remainder of the evening was spent at cards, after which lunch was served. Upon leaving, all assured their hostess, Mrs. Tomasky, of having spent a pleasant evening. The next meeting of the Local will be held at the home of Mr. Marsh of Bordenave.

CZAR

A very enjoyable meeting was held at Buffalo View School on November 10th. Following the business meeting, a very helpful and interesting discussion took place on Reading in Primary Grades. All who were there derived a great deal of benefit from the discussion and all were grateful to Miss Beedon who prepared the paper.

A bountiful banquet was served by Mrs. T. Motley who acted as hostess for Miss Tedford, teacher of Buffalo View School.

The next meeting is to be December 8th at Opal School. School Discipline is the topic for discussion.

CALGARY RURAL LOCAL OF A.T.A. FORMED

On Saturday, October 27, an organization meeting was held in the Elks' Hall by the Calgary rural teachers, for the purpose of forming a local of the A.T.A. A banquet preceded the business meeting, and community singing helped to give a feeling of informality to the occasion. Mr. Thorlakson gave a brief address on the success and aims of both the provincial organization and the locals. Miss Patterson and Miss Bell of the Calgary Local encouraged the formation of a rural local, outlining the splendid accomplishments of their members, since their formation. Mr. Collier outlined a very interesting and plausible line of action for the new Local.

The Executive was then elected, the following candidates being successful: President, Mr. J. N. Hunt, Langdon; Vice President, Mr. E. Callbeck, Calgary; Secretary-Treasurer, Miss Lynn Wray, Langdon. The executive were assigned to draw up the Constitution to be presented at the next general meeting on November 8. The session was then adjourned and the remainder of the evening spent in a social manner.

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DAPP—PIBROCH

A re-organization meeting of the Dapp-Pibroch Local of the A.T.A. was held in Pibroch on Saturday, September 29. The election of officers took place, the following being elected by acclamation. President, Mr. Earl Gartley; Vice President, Mr. Malcolm McDonald; Secretary, Mr. Fred Tarleton; Press Correspondent, Mr. George Parker. It was decided to hold the meetings on the first Saturday of each month instead of the second Saturday as in the preceding year. Mr. Gartley then gave an interesting account of his correspondence with an English teacher through the "Links of Empire" club. At the conclusion of the meeting a delightful luncheon was served with Mr. Tarleton as host.

On November 3rd, the Dapp-Pibroch Local again met, this time at Dapp. Following the regular business Mr. M. McDonald gave a vivid talk on the progress of radio which was heartily enjoyed by all. A general discussion followed, on Inspectors and Inspectors' reports. It was decided also that the Inspectors be "given another chance" after having been warned. Luncheon was served at the Dapp hotel at the conclusion of the meeting.

EDSON

The Local organization at Edson is functioning again this year under the same Executive as last year, all being re-elected as follows: President, R. A. Peterson; Vice President, Hugh Dakin; Secretary-Treasurer, Miss M. E. Rogers; Press Representative, Miss B. Shove.

LETHBRIDGE

The regular meeting of the Lethbridge local A.T.A. was held in Westminster School on October 30. Reports of various committees including the hospital and doctors' contracts, bowling, magazine and the flower committee were brought in. A member was appointed to represent the Alliance at the public meeting to be held soon regarding preparations for the Lethbridge Jubilee.

The secretary was instructed to extend invitations to city, district and unemployed teachers, also the school board, to a lecture to be given by Mildred Hesson on November 26.

A committee was appointed by the meeting to send a letter to the school board expressing the teachers' views on retirement age and a pension scheme.

MYRNAM

The Myrnam A.T.A. Local held a banquet at the Myrnam Hotel on December 1st.

Miss Goshko briefly outlined the reasons for holding the banquet in her opening address and then called upon Mr. M. Chapelsky who stated that he was glad to do all that was possible for the teachers. The teachers could have the use of the dining room at all times. Everything was done to make this banquet the best ever held in Myrnam.

Mr. Wm. M. Teresio on behalf of the teachers stressed the importance of the A.T.A. and called upon all the teachers to join up. Co-operation between all will ensure true education. He thanked the Village Council for all that they have done and hoped that in the future they would be as generous as they have been up to the present.

Mr. Wm. Halina in reply spoke on behalf of the Council and as the Secretary of the local school. Their aim was to make Myrnam the centre of the district in every way possible, especially as the educational centre.

Dr. Kaye, a visitor from Prince Albert, Sask., briefly pointed to the importance of the health of the young children. He stressed the fact that local boards and teachers should do all in their power to have periodic inspections by Health Officers.

The importance of work in different organizations, the ideal, war, and other important fields of interest were dealt with by the main speaker of the evening, Mr. Charnetsky. He stressed the part played by the teacher in the community, the school boards, and did not fail to mention the effect of the low salaries. He pointed to the erroneous conception of many boards who expected the teacher to give the maximum for the minimum salary.

Before and after the address several solos were rendered by Miss Goshko. Mrs. Grant ably assisted at the piano. The banquet was finished with the National Anthem. The rest of the evening was spent in a card social.

MUNDARE-VEGREVILLE RURAL LOCAL

An addition to the Province-wide force of organized teachers was made on Friday, October 25th, when the Mundare-Vegreville Rural Local was formed. At a banquet and meeting held at Paraskevia School, the teachers unanimously agreed to form a local. Mr. Wm. Tomy, the Northern Alberta representative on the Provincial Executive was present, and the work of the organization moved along smoothly. Officers elected were: President, M. Lemiski; Vice President, J. Worobets; Secretary-Treasurer, P. Lesuik; Press Correspondents, J. Eurchuk and S. Deane.

Among the visitors present were P. Shavchook, Secretary of Hairy Hill Local, and N. Richel and P. Yuhem of the Willingdon Local.

* * *

The activity of the teachers of this territory was well illustrated at the second meeting of the Mundare-Vegreville Local, held at Kolomea School on Friday, November 16th, when some twenty teachers gathered at what was really an organization meeting. Visitors were present from Mundare, Vegreville and Willingdon.

The President, M. Lemiski called the meeting to order, and delivered an inspiring talk upon the need for activity among the teachers, especially towards professional matters. He cited several specific ways in which teachers could take an interest in and improve conditions. After the purpose of the newly formed local had been outlined, a discussion took place regarding the territorial limits to be included. Mr. Hayhurst, Principal of Vegreville High School, suggested that the towns of Vegreville and Mundare be represented upon the executive. As there were no active locals in either of these two towns, this plan was adopted. The name of the local was then changed to Mundare-Vegreville Local, so as to indicate the full extent of its operations.

A most interesting program was then carried out. Mr. Wm. Tomy, Northern Alberta representative on the Provincial Executive, gave a talk upon Organization. This was followed by questions regarding the recent activities of the Provincial Executive of the A.T.A. Mr. Miller of Vegreville High School gave an inspiring address on the modern trend of thought and education. He stressed that due to rapid scientific development, and the consequent lagging behind of social improvements, democracy was on trial. He further

suggested the part teachers might take in every-day affairs. Mr. Hayhurst also favored the gathering with an excellent talk upon every-day attitudes. He stressed the fact that it is one's attitude that counts, and as long as we strive to accomplish something, progress is inevitable. Mr. Kelly, Principal of Mundare school outlined, as President, the activities of the Mundare-Fort Saskatchewan District Local in recent months.

The meeting ended most enjoyably, when Mr. and Mrs. Lemiski were hosts to the teachers to an excellent lunch served in their teacherage. The evening ended with community singing led by Mrs. Lemiski.

The next meeting of this local is to be held at the home of A. Boutillier, Brookside school, on Friday, December 7th. Teachers of the surrounding districts are urgently asked to attend.

McLAUGHLIN

The teachers in the vicinity of McLaughlin have organized a Local stronger and more enthusiastic than has been seen for some time in this locality. Plans are going forward to organize a District Association in conjunction with the Paradise Valley, Chauvin, and Edgerton Locals. In order to arouse enthusiasm for the last name project, and to swell the membership of our own Local a very successful banquet was held at McLaughlin on Friday, October 12th.

The Executive in charge of this Local is as follows: President, Mr. Merlin Moncrieff, McLaughlin; Vice President, Mr. Henry Roth, Dina; Secretary-Treasurer, Mr. Anders, Aalborg, Jr., McLaughlin.

PARADISE VALLEY

A very successful banquet, sponsored by the Paradise Valley Local A.T.A. was held in the Valley Hall on Saturday, November third. Over a hundred guests were present, including all the members of the Local, their school boards and other leading citizens of the district. A sumptuous banquet was served followed by an interesting hour and a half of Toasts and after Dinner Speeches. The Guest Speaker of the evening was Mr. A. J. H. Powell of Eastwood High School, Edmonton. His talk was enjoyed by all present and we were only too sorrowful when he stopped. On the whole we are all satisfied with our first attempt at a social entertainment and are certain that the banquet created a far better feeling towards the Alliance in our district. Much credit goes to our Executive for the skilful way in which they made all the necessary arrangements and we wish to thank the members of the McLaughlin Local for their support.

* * *

The second meeting of the Paradise Valley Local A.T.A. was held in Paradise Valley High School on November 16th, eight members being present. An active year's programme was drawn up, which was to consist of inter-school dramatic and athletic competitions. Details were left to the next meeting. After an enthusiastic "round-the-fire" discussion on "Discipline Control in the Schoolroom" twilight dropped its curtains and closed the meeting.

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PROVOST

A meeting of the Provost Local A.T.A. was held in the Hayter School on November 9th. The new Executive for the year is as follows: President, George Agnew; Secretary-Treasurer, Gerald Berry; Vice President, Miss Helen Fleming. After the business meeting a very interesting and instructive talk on the Saar Plebiscite was given by Mr. A. Reeves.

TABER DISTRICT LOCAL

The Taber District Local of the A.T.A. has made a good start for the winter.

At the October meeting we had guests with us from Coaldale. After our usual community singing, which included our new A.T.A. song, we elected the following officers: President, Mr. H. G. Teskey, Taber; Vice President, Mr. J. Clark, Barnwell; Secretary, Miss Elizabeth Meikle, Taber; Treasurer, Mr. Arnold Bell, Reliance; Press Representative, Mr. J. S. M. Thomson, Taber. Members of Executive, Miss J. Vickery, Taber, Mr. W. Van Orman, Wadena. We then heard and discussed a paper on Seatwork for Primary Grades, by Miss Collins of Coaldale.

At our November meeting we had the largest attendance yet recorded for our Local, and we had a good discussion on the teaching of Fractions, led by Mr. Tyler, of Taber High School. The newly printed Syllabus for our District Musical and Dramatic Festival was available for distribution. In connection with the teaching of Music and Elocution in our schools in preparation for the Festival, it was agreed that at our next meeting we should have a demonstration and discussion on Voice Training, led by an expert.

We are all proud that our President, Mr. H. G. Teskey, was elected chairman of the Lethbridge Convention for the coming year.

VILNA—BELLIS

The regular monthly meeting of the Vilna-Bellis Local was held on Saturday, November 10, in the Sunny Knoll school. Mr. J. Van Riper, Vice President, presided.

The following teachers were present: Misses N. Batiuk, P. Batiuk, A. Savich, M. Nekoliczuk, Mrs. P. Hawrelak; Messrs. J. Van Riper, A. Fedoruk, S. Hawrelak, J. Yatchew, W. Sharek, J. Shubert, Svarich, M. Kully.

Mr. Van Riper reported briefly on the Teachers' Dance which was held in Bellis on November 2nd. The proceeds of this dance are to be used for purchasing prizes and medals for a local festival.

It was also announced that the local was a recipient of a lovely cup donated by Mr. I. Goresky, M.L.A., of Smoky Lake. The cup will be used as a first prize in the Vilna-Bellis Oratorical Contest to be held in the spring.

A sports committee was elected to form some plan of fostering an inter-school competition in such sports as softball and basketball. After a hearty discussion lunch was served.

WILLINGDON

The monthly meeting of the Willingdon Local A.T.A. was held at Pruth School on November 9, with Mr. W. Kalancha and Mr. Kushneriuk as hosts.

The minutes were read and adopted. Dr. Lazerte's Diagnostic Arithmetic Tests caused some discussion including an analysis of some results obtained by Mr. N. Richel. Each teacher promised to bring an analysis of the results obtained by him or her to a future meeting for consideration and further study.

Mr. W. Tomyn gave a very comprehensive report on the questionnaire that was sent out last spring by the Minister of Education to different educational bodies. The report was adopted.

The meeting then turned its attention to the report of a committee dealing with a sports league (inter-school). It was decided to have the surrounding territory in three divisions.

Each division is to have its own league with final playoffs between champions of each division. One division consists of the schools across the river surrounding the Bavilla school. One division lies East of Willingdon extending as far as Brinsley school. The third division has Willingdon as centre. The permanent executive of this league was elected. The officers are Mr. W. Tomyn of Willingdon, President; Mr. N. W. Svekla of Boian, Vice President; and T. A. Shandro of Shandro, Secretary-Treasurer. This executive will set to work drawing up a constitution and a code of ethics.

The local welcomed three new members—Mr. W. Moisy of Desjarlais, Mr. Yuhem of Zhoda and Mr. Shewchuk of Borwich.

The meeting adjourned to the teacherage where a sumptuous lunch was enjoyed. We were then favored with two duets by Misses Kalancha and Olynick, both of Willingdon. Some community singing followed.

BATTLE RIVER DISTRICT

Teachers from Chauvin, Kinsella and other intermediate points met in the Masonic hall, in Wainwright, on Saturday, October 27th, for the annual central meeting of the Battle River District Teachers' Association, the retiring president, Mr. Smith, of Chauvin, presiding.

Mr. Percy Page, coach of the world-famous "Grads", was the first speaker of the afternoon. In a very interesting address he outlined the evolution of the game with which his name is so naturally associated—basketball. Among other things he pointed out how basketball is the only modern popular pastime which was deliberately invented, and explained how and where it had its origin. His address was listened to with close attention by those present, and at the close little Miss Velma Clark entertained with a delightfully executed tap dance.

Mr. A. B. Currie gave a very scholarly elucidation of the topic "Education in a Changing World." As between those who would completely dismember the educational system as we know it today and those who see no need for change, the speaker advocated an eclectic attitude—that what is best in the present system should be retained to be supplemented by the addition of such courses as would bring the school abreast of the times; which would bring it into harmony with a society which is changing so rapidly economically, politically and socially.

Mr. Albert and a number of pupils from his school of gymnastics then gave a demonstration of pyramid building and allied acrobatics illustrative of what can be done in this field of education.

Mr. J. W. Barnett, General Secretary of the Alberta Teachers' Alliance spoke shortly on the contribution which can be and is being made by that organization to the work at present being done by a commission of the Alberta legislature which is attempting a revision of the school curriculum.

At the business meeting which was then held the following slate of officers were elected for the incoming year: President, Mr. M. D. Meade, Wainwright; Vice President, Mr. O. W. Murray, Wainwright; Secretary-Treasurer, Miss H. Gulley, Edgerton.

At six o'clock a very enjoyable banquet was served under the able supervision of the lady members of the Wainwright school staff, Mr. H. Thoreson, President of the Wainwright town local, being master of ceremonies. At the conclusion of the banquet the guests enjoyed vocal solos by Mrs. J. M. Sweeney and Miss Nita Coffield.

The after-dinner speaker for the occasion was Mr. H. C. Clark of Eastwood high school, Edmonton and his words of advice and encouragement to younger teachers were delivered with enviable fluency.

A fitting musical background for the festivities was supplied by Mr. Girard at the piano.

CENTRAL ALBERTA DISTRICT A.T.A.

Forty-five teachers convened at Strome for their fall gathering on Saturday, November 17th. Election of officers resulted in the new Executive being chosen as follows: President, Mr. C. Blakeney, Sedgewick; Vice President, Mr. I. Mallett, Daysland; Secretary-Treasurer, Mr. G. P. Smith, Strome; Councillors; Rosalind, Miss Kvittem; Bawlf, not chosen; Killam, Mr. G. French; Sedgewick, Miss L. Reid; Forestburg, Mr. H. Sturve.

It was decided to hold the spring meeting in Strome. The meeting favoured the sponsoring of an oratorical contest, the details to be worked out by the Executive later.

Addresses were given by Mr. J. W. Barnett, on the work of the A.T.A., Dr. D. Dickie, Camrose, on "New Readers" and Mr. A. G. Andrews of Sedgewick on "Government and Teachers". A goose banquet was served in the hall at 6:30 at which 61 sat down. Following supper a programme was presented: 1. Toast to the King—Mr. French. 2. Toast to the A.T.A. proposed by Mr. Houghton, Daysland, and replied to by Mr. Barnett. In his reply Mr. Barnett outlined the report which the A.T.A. had presented to the Curriculum Revision Committee and he left no doubt in the minds of his hearers as to the splendid work which the A.T.A. is doing in furthering the interests of teachers. 3. Quartette—Sedgewick Male Quartette. 4. Address—"The Educational Telescope", Mr. C. O. Hicks, Principal of Victoria High School, Edmonton. 5. Address—"This Changing World and the Relation of Education Thereto", Mr. Lucas, M.P., Loughheed. 6. Piano Solo—Mrs. Carmichael, Strome. 7. Address by Mr. A. T. Livingstone, Riverdale Public School, Edmonton. A dance from 9 to 12 o'clock completed a very enjoyable and profitable meeting.

The Executive would like to draw the attention of all members in this district to renew their A.T.A. fees through the Secretary, Mr. Smith, of Strome. By doing this they will help their District Association financially as they will receive the credit for the business.

FORT SASKATCHEWAN—MUNDARE

The teachers of Fort Saskatchewan-Mundare District Association held their third meeting on October 27 in Mundare. About thirty teachers were present. Speakers from Edmonton included Dr. H. E. Smith of the School of Education, Mr. A. J. H. Powell, and Ald H. D. Ainlay. Dr. Smith outlined "A Teachers' Conference Method", stressing the need of committees to work together in dealing with the misbehaved child. He stressed the need of getting the facts of the case pooling the information and judgment. He said it was necessary to get the home history, school history, and record of behavior and progress, pointing out that the misbehavior may be due to unexpected causes as influences of aunts, uncles, etc.

Mr. A. J. H. Powell traced German conditions since the movement to Technology; through the war period, and post war conditions, pointing out the impossible task of paying in gold when products were not marketed. Dr. Liebe added some brief comments.

Ald. H. D. Ainlay preceded his remarks by paying tribute to the late Ald. Gibbs, who was a speaker at the last meeting of this teacher group. He was optimistic as to the future of the teaching profession, and pointed out the importance of making professional membership a requisite to teaching.

A dinner was held in the Mundare Hotel at 7:00 p.m., followed by a dance in the Town Hall.

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HARDISTY—PROVOST

The Hardisty-Provost District Association held an outstanding meeting at Czar on Saturday, November 3. Mayor David Roberts extended a brief but hearty welcome to the teachers. C. J. Gillespie of Hardisty, retiring President, comprehensively reviewed the work of the association during the single year of its existence. Prominent among these were the inter-school contest in dramatization, and track and field contests. During the coming year activities will be widened to include boxing contests and music festivals. Other speakers of the afternoon were A. J. Skitch of the Edmonton Public School Local, who brought greetings from his group; and John W. Barnett, General Secretary of the A.T.A. Mr. Barnett gave a resume of the work of the Provincial Executive the past year and suggested several improvements they hope to accomplish during the coming year.

In the evening an excellent banquet was served in the basement of the Czar School by the Ladies' Aid of the United Church. Mr. Barnett again spoke on the work of the Alliance. Dr. M. E. Lazerte, of the University of Alberta, gave a talk filled with real inspiration to listening teachers. He stated the greatest difficulty in teaching any subject was in the language and that when the terms peculiar to each subject were once properly and correctly sensed, there would be little difficulty in progress of learning. H. C. Clark, M.A., Past President of Edmonton High School Local, entertained the banqueters with a talk containing a mixture of good sense and humour. At the conclusion of the banquet the company proceeded to Czar Hall and enjoyed dancing till midnight.

The following officers were elected for the ensuing year: President, R. E. Rees, Provost; Vice President, J. B. Horn, Hardisty; Secretary-Treasurer, R. E. Shaul, Czar. The new executive, including the Past President, met after the banquet and have already laid plans for the next meeting, announcement of which will be made in ample time to assure a good session.

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OUTLINE FOR JANUARY

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Grade I

Reading

Silent Reading, phrase and sentence drill daily. Continue book reading, increasing the amount of material read each day. Finish the First Part of the Canadian Primer with B Classes as well as supplementary work.

Language

Continue December work, aiming at the expression of two connected ideas suggested by questions. This work will, of course, be entirely oral. Discussions on Eskimo Life; the Christmas holiday; etc.

Games—"Pretend you are an Eskimo child, an igloo, an Eskimo dog, etc." Talks over toy telephones.

Pictures—Eskimo pictures. Available winter action studies. Begin the study of pictures suggested on the Art Course.

Dramatization—Review of stories studied through the fall term.

Stories—Tale of the Littlest Mouse. Travels of a Fox. Baby Mouse. Begin the reproduction of stories, choosing well-known ones for practice.

Social Studies—Community Unit—Christmas Activities.

Memorization

Little Tee Wee: Eskimo Poems.
Health Rules.

Three little rules we always keep
To make life happy and bright,
Smile in the morning, smile at noon,
And keep on smiling at night.

Daffydowndilly.

She wore her yellow sunbonnet,
She wore her greenest gown;
She turned to the South Wind
And curtsied up and down.
She turned to the sunlight
And shook her yellow head,
And whispered to her neighbor:

"Winter is dead."—A. A. Milne.

Bobby Shaftoe; Someone—Walter de la Mare; I'm Sure it is One of the Very Best Things—M. Nightingale.

Arithmetic

Counting backwards, ten to one, showing the subtraction idea in this. Grouping of 7, 8. Oral use of one-half and one-quarter. Counting by 5's. Review grouping 1 to 6, with more formal use of combinations. Recognition and making of numbers, 1 to 29. Numbers before and after each number from 1 to 20. Adding to any number up to 10, oral and written:

$$\begin{array}{r} 8 \quad 1 \\ +1 \quad +4 \\ \hline \end{array}$$

Oral problems on above and with doubles to 10; one cent, five and ten cent pieces. Numbers before and after to 25 written.

Hygiene

Care of the skin, the eyes, the hair. Exercises and their uses.

Citizenship

Care of school property; individual possessions and their care.

Nature Study

Trees, their bareness in January; Christmas trees. Birds, winter feeding. Plants—bulbs, hothouse plants, home plants, cut flowers, etc.

GRADE II

Reading and Literature

(a) **Reading**—(1) Baby Bear Mends his Chair. (2) The Snowbird's Song. (3) The Little Eskimo. (4) How the Robin Got its Red Breast. (5) Supplementary Reader.

(b) **Literature and Memorization**—(1) Wynken, Blynken and Nod. (2) Foreign Children. (3) The Elf Man.

(c) **Stories for Telling**—(1) Little Syrian Maid. (2) The Pig Brother. (3) Noah and the Ark.

Language

A. Oral Topics—My Holidays. Fairies, Elves and Pixies. How to Treat a Visitor. The Snowman.

B. Teach They are and There are. Teach the question and its punctuation. Give much practice in both these, written and oral.

C. Vocabulary Building—Teach final le as in bottle, etc. Review al, all; au, aw. Teach final et as in market, etc.

January to April **Spelling**

Teach the words from the second term list, also difficult words from the supplementary list, taking four or five new words a day. Finish the phonic list. Continue the Friday reviews.

Suggestions—Use the words from the lists in simple sentences for dictation, starting about March. Insist upon the correct use of capitals and periods. Teach the words which have a short vowel, and double the final consonant, when ing or ed is added, e.g.—get, getting; run, running; slip, slipping, slipped. Teach the words which drop the final e when ing is added, e.g.—come, coming. Teach related words as love, lovely; dark, darker; duck, duckling; end, ended, ending.

Citizenship

First Week—Kindness Week — (a) To others. (b) To all living things. Animal stories, include those showing kindness of animals to man.

Second Week—Helping Mother Week. Dramatization here. Helping teacher also included.

Third Week—Feeding birds. Putting out crumbs, etc. Be sure pets have warm places to sleep. Talks on bears, rabbits, gophers, beavers, squirrels, etc. Emphasize care and neatness these animals show in their homes.

Fourth Week—Heating problem. Simply spoken of—airing bedrooms and schoolroom. Avoid sitting too near stoves for health reasons and to avoid fire. Talks on fire-drill and reasons for orderliness in getting out of a building.

Arithmetic

Teach addition and subtraction facts,

$$\begin{array}{r} 7 \quad 4 \quad 8 \quad 3 \quad 9 \quad 3 \quad 8 \quad 4 \quad 11 \\ 4 \quad 7 \quad 3 \quad 8 \quad 3 \quad 9 \quad 4 \quad 8 \quad -4 \quad \text{etc.} \\ \hline \end{array}$$

Teach column addition to 39 using new endings. Give individual and group instruction where difficulty in mastery of number facts is evident. Counting by 3's and 6's to 36. Counting by 10's to 100 and 100's to 1000. Teach time in 5 minute spaces. Spelling of numbers 12 to 20. Continue oral and written problems (no solution required).

Nature Study

1. Plant Growth—slips—care of potted plants and window boxes. Plant seeds collected in fall (radish, pea or bean, sunflower, pumpkin.) Effect of light on plants. Produce bloom from bulbs.

2. Winter fruits — oranges, lemons, bananas, winter grapes; nuts. Stories of places from which they come.

3. Winter birds and what they are doing—snowbirds—their activities and how to care for them.

4. Care of pets in winter—pigeons and domestic fowl.

Physiology and Hygiene

1st and 2nd week—Fruits — (a) Stories about fruit.

(b) How grown and countries from which they come.

(c) Eat plenty of fruit instead of candy.

3rd week—Dried Fruit.

4th week—Care of Foods—Keep all foods well covered in a cool place away from flies and dust. Always use clean dishes for all foods.

GRADE III

Reading and Literature

Silent—Robinson Crusoe. The Lost Camel.

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Oral—The Wedding of Allan-a-Dale. A Fairy Went A-Marketing. A Japanese Home. The Pied Piper of Hamelin.

Story Telling—How the Elephant Got His Truck. Memory—The Land of Story Books. Lullaby of an Infant Chief. The Iroquois Lullaby.

Dramatization—The Land of Story Books.

Language

(a) Oral—How I spent Christmas Holidays; My Favorite Story; The New Year; A Winter Game.

(b) Formal—A two-sentence letter a week. Teach addressing of envelope. Write original three-sentence story after oral discussion.

(c) Vocabulary Building—Opposites such as: full, empty; clean, dirty; etc.

Geography

1. Desert Life—(a) Journey from Congo to Arabia. (b) Appearance of desert; travel by camel caravan; camel's fitness for desert. (c) The Bedouins. (1) Their dress (2) Their homes. (3) Food supply. (4) Occupation of men and women. (5) Bedouin hospitality. (6) Why the Bedouins are nomads. (7) Comparison with people of Congo. (d) Visit to an Oasis Town. (1) Description of gardens; growing of dates. (2) Description of houses, shops and life in an oasis town.

2. In Sunny Italy. (a) Journey from Arabia to Italy. (b) Venice and its canals. (c) Vesuvius and the buried cities. (d) Rome—ancient and modern. (e) Story of the Olive. (f) Life on an Italian farm.

Citizenship

New Year—Birthday—Start by looking for opportunities of being helpful: (a) At home—parents' demands. (b) At school—contribute to the maintenance of order while teacher may be absent from class room. (Your strength then is in being still). (c) Stories: 1. Snow White and the Seven Dwarfs (Grimms' Fairy Tales). 2. St. Christopher (Encyclopedia). 3. Grace Darling. 4. Cedric becomes a Knight.

Spelling

Second Term—January to March 15th—Teach the list of words given for the second term.

March 16th to April 30th—Words from the supplementary list not previously taught.

May and June—Review.

In each of the above periods there will be time for the teaching of extra words needed by individual classes.

In order that the Spelling lessons may be an aid to Composition, it is suggested that dictation of phrases or sentences be given at least twice a week throughout the year.

Arithmetic

1. Rapidity in addition, subtraction and multiplication. 2. Review tables of 4, 3, 2. 3. Teach 4 and 5 times multiplication tables. 4. Teach Arabic notation to 75,000, and Roman notation to 75. 5. Currency in multiplication.

Nature Study

Defer study of hills and water on hills till spring thaw. Germination of seeds—cut top off carrot, put in water.—linseed on piece of flannel over jar of water—beans in sawdust—cut potato for planting, grow in earth—grain seeds in water-soaked sponge. Kinds and sources of heating.

Hygiene

Nature's care for us. Cleansing agents, the wind, the rain, water drainage, etc.

GRADE IV Reading and Literature

Silent Reading—Damon and Pythias. John Gilpin.

Oral Reading—The Miller of the Dee. Maggie and Tom.

Literature—John Ridd's Ride. A Meeting in the Rain.

Memory Work—The Sower and the Seed. The Brook's Song.

Story—Apples of Idun.

Language

A. Vocabulary lessons—Collect name words, words that tell and words that describe.

B. Oral and Written Work—Practice in use of joining words—who, which, but, that, etc.

Arithmetic

Begin long division by 2 digits, with divisors ending in 0, 1, 2, and 3. Continue multiplication by two and three figures. Accuracy in addition, subtraction and multiplication. Continue problems stressing power to draw conclusions and make statements.

History and Citizenship Talks

New Year's Day—How it is celebrated in other lands.

Public Order—Peace on streets. Duties of police and firemen—assist, not hinder or ridicule.

Laws—Stories of early Greeks and Romans and their demands for written laws.

Perseverance and Patience—In work, in play, in self-improvement. Early Days in Alberta.

Nature Study

Watch the various stages of the bulb development. Bird Study—Snow-bunting and Chickadee. Animal Study—Coyote and muskrat.

Hygiene

Care of Foods—Keep food covered, clean, cool; keep flies out; have windows in pantry; do not use food from cans with bulging ends; do not use ice cream or candies that have been exposed to dust; see that all dishes are clean.

Spelling

First 85 words in Course: Second Term List. Memory work spelling.

Geography

The Eskimos of Baffin Land—(a) Location of Baffin Land. (b) Appearance of the island. (c) Eskimo life in summer. 1. Homes—tents (tupiks); how they are made and furnished. 2. Occupations of men—hunting walrus, seal, whale, caribou; uses of these animals; gathering eggs of eider duck. 3. Occupations of women and children—cleaning skins, making winter clothing, gathering drift wood, etc. 4. Eskimo sports. (d) Eskimo life in winter. 1. Winter homes (igloos) 2. Winter clothing. 3. Winter hunting and fishing. (e) Modes of travelling among Eskimos—dog sled, kayak, etc. 2. The Alaskan Eskimos and their reindeer.

GRADE V Reading and Literature

Oral Reading—The Moonlight Sonata. (Canadian Poetry Book). (Poems Every Child Should Know).

Silent Reading—The Laws of the Land.

Literature—The Laws of the Land.

Story Telling—King Cophetua and the Beggar Maid.

Memory Work

Heaven is not Reached — Poems Every Child Should Know. Overland Mail—Fourth Reader. The Old Superb—Noyes. My Thoughts—Canadian Poetry Book.

Spelling

First 80 words in Course—Second Term. Words from memory selection and other subjects.

Hygiene

The Muscles—1. Meaning of muscle. General idea of the size, number, shape and structure of muscles. 2. Importance of muscles. 3. Importance of play and exercise. 4. Importance of good posture.

Arithmetic

1. Finding areas. 2. Square measure.

History

Stories of the establishment of the fur trade with the Indians by agents of the Hudson's Bay Company, and of the North-West Trading Company.

Citizenship

January and February—A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

Geography

1. Climate of North America; 2. Distribution of plants and wild animals; 3. People of North America.

GRADE VI

Language

A. Drill in Paragraphs and Letters as review work.

B. Teach Suffixes of Course, Page 75.

C. Teach words in Mechanics of Composition of Course, page 76.

Spelling

65 words—second term—"action" to "directly".

Reading and Literature

Literature—Marmion and Douglas. Sherwood.

Memorization—Choice of: Scots Wha Hae. Bonnie Prince Charlie. Ye Mariners of England. Home Thoughts from the Sea.

Oral Reading—Marmion and Douglas. Sherwood.

Silent Reading—Ants and Their Slaves. Departure of the Fleet from Lemnos.

Story Telling—Arthur.

Grammar

(a) Verbs—Suggested Exercises: (1) Selecting verbs in sentences. (2) Making sentences using verbs. (3) Fill in blanks in sentences with suitable verbs. (4) Write sentences using verbs suggesting sound, motion, etc. E.g. chirp, trudge, plod, click, etc.

(b) Exercises using the same word, (1) as a noun, (2) as a verb. E.g.: work, aim, iron, etc.

(c) Verbs which express present, past and future time—Suggested Exercises: Pages 69 and 70 of "Learning to Speak and Write".

History

The Hundred Years' War—England's entanglement with Scottish affairs gives France an opportunity to free her

land from England's claims. Wat Tyler's Rebellion—This rebellion occurred during the latter half of the Hundred Years' War. Of this period Green remarks, "It covers an age of shame and suffering such as England had never known." This condition of distress—the heavy taxes, the manner of collecting them—drove the peasants, encouraged by the preaching of John Ball, to strike a blow to free themselves from serfdom. The story of Wat Tyler. The fatal ending. Henry V at Agincourt. Another spurt of the Hundred Years' War. Henry's brilliant generalship.

Arithmetic

- Multiplication of a fraction—(a) By a whole number.
(b) By a fraction. (c) By a mixed number.

Geography

- (a) Newfoundland. (b) Great Central Plain with detailed study of Alberta, Saskatchewan and Manitoba.

Nature Study

Soil. Air.

Hygiene

January and February: Circulation—four lessons: Sections 1, 2, 3, 4, and 5,—two lessons. Care of the Circulatory System—two lessons. Review.

GRADE VII

Grammar

Study of Parts of Speech—(1) Noun: Definition. Uses: (a) Subject of a Verb. (b) Object of a Verb or Preposition. (c) Completion of the Predicate. (d) The Possessive use.

(2) Pronoun: Definition. Uses: (Same as Noun.)

(3) Verb: Definition. Uses: Predicate of the Sentence—order: (a) doing, (b) having, (c) being. Review "shall" and "will"; Active and Passive constructions.

Language

1. Personal Letters—friendly letter, informal invitations, acknowledgments, etc. 2. Oral—Short speeches on assigned topics. 3. The three-paragraph composition continued. 4. Condensing stories. This can be correlated with No. 3.

Geography

Detailed study of Europe and its countries.

Arithmetic

Board measure, denominate numbers, areas and volume (rectangular.)

Physiology and Hygiene

Communicable Diseases—(a) Disease Germs—What they are—where they grow—the body's protection against them—the saliva of the mouth—the mucus in the nose kills many germs—the work of the white blood cells. (b) Immunity—Meaning of natural and acquired immunity—how immunity may be acquired by vaccination and inoculations. (c) Jenner.

History and Civics

Age of Discovery and Colonization. (a) Early Discoverers. (b) Growth of English Sea Power. (c) Colonization.

Spelling

- (a) First 50 words of Second term list (Course).
(b) New words from other subjects.

GRADE VIII

Reading and Literature

A. Brutus and Antony. Ivanhoe and Isaac of York. B. A Descent into the Maelstrom. C. The Tournament. D. Selections from "Brutus and Antony".

Grammar

(1) Review the work of first term. (2) Attention to groups of words by comparison: (a) Sentences; (b) Clauses; (c) Phrases. (3) Extend study of tense into divisions of present, past and future.

Physiology and Hygiene

First Aid: The first aid problems as given in the Course. How to prevent accidents—Safety Rules.

Composition

Second Term—(January, February and March.)

Vocabulary Work. See Text, p. 170 to p. 177 Also Course of Studies, p. 83, C. (1).

Sentence Practice. See Text, p. 177 to p. 184. Also Course of Studies, p. 83, C. (2).

Paragraph Practice. See Text, p. 185 to p. 189. Also Course of Studies, p. 83, C. (3).

Arithmetic

Review bills and accounts. Teach the receipt form. Percentages.

Geography

The Indian Empire (continued). (e) Surface. 1. The northern mountains; strategic importance of Khyber and Bolan passes. 2. Indus and Ganges Plains. 3. Deccan Plateau. 4. Highlands of Burma. 5. Irrawaddy Valley. (f) Climate. 1. Constant high temperature of greater part of the country. Use of "hill stations" by British during warmest months. 2. The Monsoon Winds—cause; seasonal distribution of rainfall. 3. Areas of limited rainfall. e.g. Thar Desert. (g) Agriculture. 1. Extensiveness of the irrigated areas. Methods of irrigation. 2. Importance of following crops and where they are grown: rice, wheat, tea, sugar, cotton, jute, oil

seeds. 3. The animal industries—hides and skins; use of cattle, water buffalo, yak, mules, elephants, and camels as beasts of burden. (h) Mineral Resources. 1. Relative unimportance of mining industry. 2. Locate areas noted for production of coal, manganese, mica, salt, rubies, petroleum. (i) Manufacturing. 1. Development of jute manufactures of Calcutta and cotton manufactures of Bombay. 2. Production of fine textiles in homes. (j) Valuable teak forests of Burma. (k) Interesting facts about following cities: Delhi, Calcutta, Bombay, Madras, Mandalay, Benares, Lucknow, Cawnpore. (l) Water and land communications. (m) Trade and commerce. 1. Leading exports and imports. 2. Great ports and their chief exports: Calcutta, Bombay, Madras, Rangoon, Karachi. Other British Possessions: Locate the following and bring out one outstanding feature about each: Cyprus, Aden, Perim, Bahrein Islands, Ceylon, Straits Settlements, Malay States, British North Borneo, Hong Kong, Palestine.

History

Balance of Section 7.

Civics

Section (c) and part of (d), Course of Studies.

Classroom Hints

Some Seat Work for Junior Grades. Could you use any of these seat work suggestions following your oral language talks on Christmas? I. **Silent Reading** followed by a drawing and colouring exercise. (Grade II probably). **The Christmas Tree.** (Teacher should have simple outline drawing of a Christmas tree on the blackboard to head the exercise.) 1. Here is a beautiful Christmas tree. Draw one like it. Colour it green. 2. Let us decorate it. 3. At the very top draw a star. How it shines! Colour it yellow. That is the star that showed the shepherds where Jesus was. 4. There will be candles on the branches. Draw them and colour them red. 5. Hang stockings on the tree—a big one for father, a middle sized one for mother, and a tiny one for baby. There, there, baby, your stocking may be little, but there will be something nice in it. Pick out from this list what you would like to put in baby's stocking: orange; rattle; doll; blocks; string of wooden beads; little wooden bead doll; mug; baby spoon. 6. What will you put on the tree for father? Draw it and write "For Father" on a tag beside it. 7. Do you think mother would like a nice warm pair of bedroom slippers? Little people need mother at night sometimes. Put the slippers on the tree and write "For Mother" on their tag. 8. Now what do you hope Santa Claus will bring you? Put it on the tree because he might be able to find it in his workshop, mightn't he?

II. **Silent Reading** followed by list arrangements to test comprehension. (Grade III probably.) Here are some of the things that Santa is doing now in his workshop, that we do at home on Christmas Eve and Christmas Morning. They are all in one list now. Make three lists called: 1. In the Workshop; 2. Christmas Eve at Home; 3. Christmas Morning, and see if you can get all the things talked about in their right place waking up early, hanging stockings, cooking candy, carving wooden dolls, playing with toys, curling dolls' hair, shouting, "Wake up, it's Christmas morning!", colouring rubber ducks, looking in your stocking, decorating the Christmas tree, undoing parcels, making trains, putting out Santa's supper, making woolly dogs, wrapping parcels in tissue paper, making Christmas tree decorations; saying "Merry Christmas", listening for the reindeer's bells; painting toys, dressing dolls, putting the squeak in dollies.

III. **Composition:** Vocabulary Work. (probably Grade IV.) A. Here are some words that tell about reindeer: they are: swift; they do: leap, prance, paw, rush. Fill in the blanks in the following verses with the words from this list you consider best.

- Against the stars of the frosty sky
Santa's reindeer are by.
 - They paw and
And and dance,
While Santa fills your stocking.
Then away they go
Across the snow
The speed of the lightning mocking.
- B. The children are: gay, happy, excited, laughing, eager.
- The children wake at dawn
All for their stockings
..... they see the bulging shape of ball and doll and orange.
..... cries ring out and with a shout
Their voices mingle
So loud the noise among their toys
It drowns the reindeer's jingle.

C. A vocabulary lesson resembling III of Grade V, the "Better English" Department. There is this difference that this exercise attempts to provide some further context for the word. Santa Claus is a very b - s - fellow; his workshop at the North Pole is open the year round to make toys for Christmas time. What a j - - - l - old man he is too and how - e - - y! That is probably because he takes such pleasure in the thought of the happiness he will give. Have you ever seen pictures of him? Then you will know too that he is very p - u - p; perhaps Mrs. Santa Claus gives him Christmas dinners often. His cheeks are r - - y, and his nose is red. There is another word for saying this that begins with "rub". Can you find it in the dictionary? Santa Claus is very g - - er - - ; his whole thought is devoted to giving. He is a h - - r - y and gen - - l character. (Let the dictionary help you with this last word, if you cannot get it by yourself.) Santa Claus sees a joke quickly and loves one himself. He may put something amusing in your stocking. He has a t - i - - l - - g eye. Santa Claus has a snow white b - s - y beard. You never hear him when he comes down the chimney to fill your stockings, because he has such a - u - - t step.

The Construction of a Peanut Doll Santa Claus. (A Silent Reading—to follow directions—Exercise). (Best used in VII and VIII.) Would you like to make some peanut Santa Claus dolls to decorate your Christmas table at home? Or could you make them for the little children's Christmas sand table project at school? I shall tell you how Santa Claus is made in a general way first. I think that will help you to understand the details of construction later. From the crown of his hat to the tips of his toes, he measures only four inches. His head is made of the top of a peanut, but you wouldn't think so to look at him, because he has so much white cotton batting hair, moustache and beard that there is very little peanut left exposed. On that little bit that is left are drawn the eyes and nose. On the top of his head sits a little red crepe paper Santa Claus hat. The arms and legs are made of pipe cleaners thrust through the peanut. The legs are turned down, while the arms are left to take whatever position you fancy. The lower half of a peanut does not give us that round jolly Santa whom you see pictured, so he is padded with more cotton batting and then arms, legs and body are wrapped with red crepe paper. The truth of the matter is, however, that Santa has such a flowing beard that you see little of the body, whether padded or not. The fluffy white ends of the pipe cleaners are turned back a little bit on themselves and look like mitts and shoes. **Materials Needed.** Pipe cleaners (My package is called Jumbo Size), Dennison's red crepe paper. Peanuts, Cotton Batting. Tools: Scissors, paste, darning needle, steel knitting needle. **Detailed Directions.** 1. Pierce the peanut through the "neck" from side to side with a darning needle. In the little hole thus made, insert the point of a steel knitting needle and enlarge the hole sufficiently to allow the pipe cleaners to pass through. (If you use a very large darning needle, the use of the steel knitting needle will be unnecessary.) 2. Repeat this operation a scant quarter of an inch lower on the peanut. (The holes should be sufficiently far apart that they do not merge with one another.) These are the holes for the arms and legs. 3. Cut one pipe cleaner in half and pass through the upper set of holes. These are the arms. 4. Use an entire pipe cleaner for the legs. Pass through the lower set of holes and turn down into position. 5. Wind each arm and leg with strips of red crepe cut a quarter of an inch wide. Begin the winding at the body, glueing the starting end to the body if necessary. Wind to the end in each case; turn the tip of each arm and leg back on itself, forming the mitt and toe of the shoe and at the same time securing the red crepe paper strip. (There is no need for paste here.) Cut off neatly what remains of your paper strip in each case. 6. Wrap a piece of cotton batting about the body. If it is $1\frac{1}{2}$ " in width, it will cover also part of the rather spindly legs. Glue to the peanut. 7. Cut a strip of crepe paper $3\frac{1}{2}$ "x $1\frac{1}{2}$ " to fold about the body as a coat. Paste up and down the centre front. 8. It is time to ink in the features: eyes, nose, mouth. (The mouth will have to be touched up again after moustache and beard are put in place.) 9. Glue a fringe of cotton batting as hair around the sides and back of Santa's head, and a flowing batting beard to his chin. The moustache is made by twirling the ends of a tiny bit of fluffy cotton batting. Glue to position. The mouth you have already drawn will probably now be covered. Dab with the point of your pen between the beard and moustache, a round mouth. Clip off with the scissors any of the beard that may have got blotted with the ink. 10. Cut a strip of crepe paper $2\frac{1}{2}$ "x 1 " for the

hat. Paste the up and down seam, having top and bottom open. Glue to Santa's head. Pinch together or twist together the top of Santa's cap. 11. Put the arms in the position you wish, and bend the end of the legs to form feet.

Geography. Grade III. Life in a Congo Village. (Very good material is to be found in "Home Life in Far Away Lands" by Atwood & Thomas—Ginn & Co., New York.) When our steamer reaches the mouth of the Congo, we find that the river is so wide that we can see only one bank, on which is a little town with low white buildings. Look! A little boat is leaving the shore. As it comes closer to the ship, we can see that the men rowing are negroes. Their skins are almost black and their hair is black and curly. They are bringing out the pilot, who is to steer our ship up the river to the town of Matadi, where we must take train for a time because there are rapids in the river. Soon we are on our way up the river. For some distance the shore is low and thickly covered with trees. Farther on the river grows narrower. There is the other bank too. The banks are higher now and the trees are farther apart, but not a house is to be seen. After several hours we reach Matadi. What a hot place it is! The sun shining on our heads makes us dizzy, and the heat from the ground almost burns our feet.

We go up the river by train till the rapids of rough water and rocks are passed, and then once again we take boat on the river. The river boat is much smaller than the ocean going steamer and is flat bottomed because the river is shallow. "This part of the Congo is bordered by a thick forest. Along the banks of the river giant trees crowd one another for a place to grow. Climbing vines wind round the tree trunks and hang in loops between them. In some places the thick tangle of trees and vines rises like a green wall from the edge of the water. In other places the trees are a little farther back from the stream, and there are open grassy spots on the banks.

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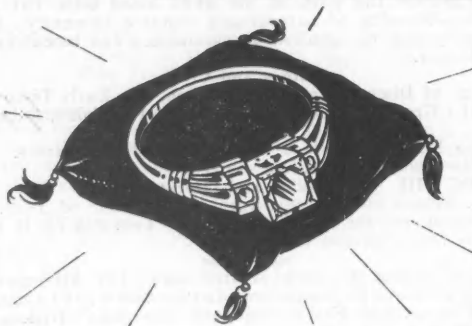
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Occasionally we pass a village, a group of little huts, in an open space on the river bank. The native men are out fishing on the river and paddle curiously around our boat as we pass. Sometimes in the shallower water, we see a big hippopotamus wallowing, or a crocodile lying half in and half out of the water. He seems to be asleep but he probably has half an eye open for his dinner.

"Each morning the river is hidden in a warm, moist fog, but the fog soon clears away and the hot sun shines brightly. Almost every afternoon there is a heavy thunderstorm. The wind blows hard and the rain pours down, but the storm never lasts long. . . . Every afternoon, just before sunset, our steamer stops by the river bank. The boats on the Congo always stop for the night. One reason for this is the danger of running aground in the dark. Another reason is that the steamer must take on a supply of wood for the next day."

Every here and there we pass a trading station, where there are a few stores and houses. These stores are run by white men called traders, and I am afraid it is a lonely life they lead in these little far off places. Very often they contract fevers in the moist hot climate. They are in these small stores to trade things with the natives, who like the white man's salt, coloured beads, cotton cloth, and knives and tools. They bring to the white man from their own villages palm kernels, the seeds of the fruit that grows on the oil palm. The traders send these kernels down the river to be shipped to other countries, where the kernels are crushed and the oil squeezed out of them. The oil is used in the making of soap and a kind of butter called margarine. The other thing that natives bring to the trader is the ivory tusk of the elephant. Do you know of anything made out of ivory?

Here is a Silent Reading Exercise to follow this story. (It is adapted from one to be found in "Home Life in Far Away Lands". The exercise in the text would be rather difficult for Grade III.) **River Sights.** Which are those to be seen on your own rivers and which on the Congo? Make two lists. Negroes in canoes; boats carrying grain; hungry crocodiles; a fat hippopotamus; children making sand castles; brightly coloured birds; motor boats; big cities with tall buildings; little villages with grass huts; boats loading wood to burn; a string of pike; children paddling in the water; swallows flying; log canoes.

Village Life. (a) **The trip through the forest to the village:** The village is some distance from the river and the only way to reach it is by path through the forest. You must not think of this path as like one through our own woods, where it is well marked by people and cattle or horses. For most of the way this path through the Congo forest is through thick tall trees tangled with vines. These vines grow so thickly that no path can be kept free of them except that immediately leading into the village. There it is so travelled that the path is broad and free of growth. But, as I said, for most of the way hatchets have to be used to cut fresh growth. The forest is dark and quiet, and the path leads through many boggy places. The negroes walk all the way, but the white man usually travels in a teapoy—a hammock slung on a pole and carried on the shoulders of two negroes. It sounds like a comfortable way of travelling but it isn't, because the negroes trot with it, and the traveller is swung from side to side and joggled up and down. Every night the negroes stop travelling about four o'clock, get supper, and put up the folding camp beds, roof them over roughly with poles, and cover the poles with mosquito netting. (b) **The homes of the people:** The houses in the village are much alike. They are made of thin strips of wood, with low doors and no windows. Some of them are plastered with mud. The roofs are steep, and they are covered or thatched with many layers of smooth palm leaves. These roofs are just the right kind for such a rainy country,

for the water runs off them so easily. Inside the houses there are piles of leaves covered with woven grass mats on the dirt floor. These are the beds. There may be a stool or two. Hanging on pegs in the wall are a few iron kettles for cooking and some baskets in which food is kept. It is easy to see that the people do not spend much time in their houses. They sleep there, but they never stay indoors in the daytime except when it rains. (c) **Getting food, etc.:** The people live largely on vegetables and fruit. They have cut gardens out of the forest and here the whole year long they plant and gather and plant and gather. There is no winter in the Congo when vegetables will not grow. Corn, manioc (a plant from which our tapioca is made—and they make flour) and bananas are the main crops, but they plant beans and sweet potatoes as well. The women do the gardening, and as their house work is light, they have plenty of time to do it. But the gardens require more care than ours do, because the weeds grow so fast in that warm moist climate that they must be kept pulled every few days. Of course, clearing a space in the forest large enough to grow gardens is a big task too. The men catch whatever fish the families have and hunt wild pigs in the forest. If they are lucky and kill several pigs they celebrate by having a dance which goes on far into the night. The men of the family collect the fruit from the oil palms too. A bunch of fruit grows at the top of each palm. Each fruit is about the size of a date and has a thick skin. Inside, round the hard kernel, there is a yellow oil. At home the bunches of fruit are thrown into a large trough made of a hollow log and tramped on to squeeze out the oil. This oil is used to take the place of butter on bread and oil in cooking. The juice from the trunk of the tree is their favorite drink. The boys and girls early learn to help their fathers and mothers with the work of the village. The children of the forest have very few toys, but they dance and play games, and are very happy in their forest homes.

"Home-Life in Far Away Lands" suggests further exercises to follow which you could adapt and enlarge.

Exercise: Finding reasons:

1. Plants grow fast in the Congo because
2. The natives build houses with steep roofs because
3. The natives raise crops the year round because
4. It is easier to travel on the rivers than through the forest because

their country is so rainy.

the forest is so thick.

the weather is so warm and damp

there is no winter season when the crops cannot grow.

Grade VI History. The Struggle for Scottish Independence. A. In the first place it should be made clear why there should have been any question of the Independence of Scotland. Scotland and England were two separate and independent countries, ruled by independent kings. What then were the circumstances that gave rise to England's claim of sovereignty over Scotland? 1. (a) After the Norman Conquest of England, which drove many of the Saxons north into Scotland, there grew up an attitude of great hostility between the Saxons and the Scots on the one hand, and the Normans to the south, which led to constant warfare across the border, the object being in some cases, at least, an attempt to re-secure Saxon lands that had been given over to Norman nobles after the conquest. The Scottish kings, for their part were very willing to lend aid to any undertaking which might increase the extent of their territory. In this way the northern provinces of England—Lothian, Northumberland, Cumberland and Westmoreland—had come under the dominion of the Scotch. It was agreed, however, that the King of Scotland should keep these English provinces, not as an independent sovereign, but as a vassal of the King of England, and that he should do homage for them to the King of England, while maintaining his own Kingdom of Scotland as a free and independent kingdom.

"William, the Conqueror, himself, stood in the same sit-

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uation; for he held his great dukedom of Normandy, and his other possessions in France, as a vassal of the King of France, but he was, at the same time, the independent sovereign of England." "The English kings, however, occasionally took opportunities to insinuate that the homage paid by the Scottish kings was not only for the provinces which they possessed in England, but also for the Kingdom of Scotland." This, of course, the Scottish kings uniformly denied. (b) William, the Lion, one of the Scottish kings, when on a foray in Northumberland, to compel the restoration of a part that had been held by one of his ancestors, was taken prisoner by the English, and Henry II, who was King of England at the time, refused to release the Scotch King until he would agree to do homage to the English King, not only for his English possessions but also for Scotland. (c) This claim England relinquished when Richard Coeur-de-Lion wished to go to Palestine on the Crusades. He wished peace between the countries, England and Scotland, while he was abroad, and he needed money for his expedition. The result was that for more than 100 years there was peace between the two countries. 2. The historic contention over the independence of Scotland again raised its head, however, during the reign of Edward I of England, when on the death of Alexander III of Scotland, and almost immediately afterwards that of his granddaughter and heir, Margaret of Norway, dispute arose in Scotland as to which of the relatives of the royal family had the best claim to the throne. Civil war threatened, and so it was decided to ask Edward I to make a decision. This gave Edward an opportunity to revive England's old claim to sovereignty over Scotland, because as this wily and rather unscrupulous King foresaw, any one of the claimants would be ready to acknowledge him as overlord if he, Edward, should make it the condition on which he favoured his claims to the throne. John Balliol was chosen King of Scotland and did homage to the King of England as his overlord. Balliol, once established as King, however, renounced his allegiance to England and the struggle for Scottish Independence began. **The chief Events and Characters of that Struggle.** 1. **The Battle of Dunbar:** The struggle began badly for the Scotch, when they were completely defeated at Dunbar and Balliol removed from his Kingship, which was assumed by Edward himself. 2. **Conditions under the Government of Edward.** (a) Many of the Scotch refused to take the oath of allegiance to Edward and were deprived of their lands. (b) Taxes were levied which were to be paid into the English treasury. (c) English soldiers placed in garrisons throughout the country treated the Scotch with great contempt and frequent violence. Scotland was, therefore, in great distress, and the inhabitants, exceedingly enraged, only wanted some leader to command them to rise against the English. 3. This leader they found in **William Wallace.** **Some Stories to Lend Vitality and Colour to his Character.** "William Wallace was very tall and handsome, and one of the strongest and bravest men that every lived. He had a very fine countenance with a quantity of fair hair, and was particularly dexterous in the use of all weapons which were then employed in battle. . . . It is said that, when he was very young, he went a-fishing for sport in the river of Irvine, near Ayr. He had caught a good many trouts which were carried by a boy, who attended him with a fishing basket, as is usual with anglers. Two or three English soldiers who belonged to the garrison of Ayr came up to Wallace, and insisted, with their usual insolence, on taking the fish from the boy. Wallace was contented to allow them a part of the trouts, but he refused to part with the whole basketful. The soldiers insisted, and from words came to blows. Wallace had no better weapon than the butt-end of his fishing rod; but he struck the foremost of the Englishmen so hard under the ear with it, that he killed him on the spot; and getting possession of the slain man's sword, he fought with so much fury that he put the others to flight, and brought home his fish safe and sound. The English Governor of Ayr sought for him, to punish him with death for his action; but Wallace lay concealed among the hills and great woods till the matter was forgotten, and then appeared in another part of the country. He is said to have had other adventures of the same kind, in which he gallantly defended himself, sometimes when alone, sometimes with very few companions, against superior numbers of the English, until at last his name became generally known as a terror to them.

But the action which occasioned his finally rising in arms is believed to have happened in the town of Lanark. Wallace was at this time married to a lady of that place and residing there with his wife. It chanced, as he walked in the market-place, dressed in a green garment with a rich dagger by his side, that an Englishman came up and insulted him on account of his finery, saying a Scotsman had no business

to wear so gay a dress, or carry so handsome a weapon. It soon came to a quarrel, as on many former occasions; and Wallace, having killed the Englishman, fled to his own house, which was speedily assaulted by all the English soldiers. While they were endeavoring to force their way in at the front of the house Wallace escaped by a back door, and got in safety to a rugged and rocky glen, near Lanark, called the Cartland crags, all covered with bushes and trees, and full of high precipices, where he knew he should be safe from the pursuit of the English soldiers. In the meantime the Governor of Lanark burned Wallace's house and put his wife and servants to death; and by committing this cruelty increased to the highest pitch, as you may well believe, the hatred which the champion had always borne against the English usurper." Wallace was proclaimed an outlaw and a reward was offered for bringing him dead or alive to the English garrison.

Wallace began to gather followers and associates, among whom were Sir William Douglas and Sir John the Grahame. A great battle was fought by the side of the River Forth, near the town of Stirling. Here a long wooden bridge crossed the river. The Scotch drew themselves upon the north side of the river. Why would this be a good position for the Scotch army to occupy? Wallace made full use of the advantage of the location and when half the English army had crossed the bridge, "and the bridge was crowded with those who were following, he charged those who had crossed with his whole strength, slew a very great number, and drove the rest into the river Forth, where the greater part were drowned. The remainder of the English army, who were left on the southern bank of the river, fled in great confusion, having first set fire to the wooden bridge that the Scots might not pursue them."

Wallace then set about ridding Scotch castles of English garrisons and for a time recovered the complete freedom of the country. He even advanced into England and laid waste Cumberland and Northumberland. But you must know that all this while Edward I had been in Flanders, and he was not at all the sort of man to allow the Scots their independence if he could find a way of crushing them "He came back from Flanders in a mighty rage, and determined not to leave that rebellious country until it was finally conquered; for which purpose he assembled a very fine army, and marched into Scotland." The two armies met at Falkirk, but the English army had the advantage with its famous body of English archers, its very fine cavalry, and its infantry clothed in complete armour. Besides many of the Scotch nobles were jealous of Wallace and did not give him their support.

After his defeat at Falkirk, Wallace lived for seven years in the woods and mountains as an outlaw, but was finally taken prisoner and executed at London. Edward now thought himself secure in Scotland. (For another tale of Wallace's exploits see the story of the "Bairns of Ayr" in the chapter "Sir William Wallace" in Sir Walter Scott's "Tales of a Grandfather". This chapter will also give you a fuller account of the Battle of Falkirk.)

4. **Robert Bruce.** Edward had thought his position in Scotland secure after the death of Wallace, but he was to find unexpected opposition in Robert Bruce who had earlier as a candidate to the Scottish throne declared himself willing to recognize the sovereignty of the King of England. Bruce had himself crowned as King of Scotland but met with almost immediate severe defeat at the hands of the English and had to return into the Highland mountains with the young Lord of Douglas, James, famous as the "Black Douglas". There they were chased from one place to another, often in great danger and real suffering from the hardship of the life. "The Bruce's wife, now Queen of Scotland, with several other ladies, accompanied her husband and his few followers during their wanderings. There was no other way of providing for them save by hunting and fishing. It was remarked that Douglas was the most active and successful in procuring for the unfortunate ladies such supplies as his dexterity in fishing or in killing deer could furnish them. . . . The King kept up his own spirits and those of his followers. He was a better scholar than was usual in those days, and we are told that he sometimes read aloud to his companions to amuse them when they were crossing the great Highland lakes in such wretched leaky boats as they could find". Bruce had finally to retreat to an island on the Coast of Ireland where he was reduced to the point of despair. It was while he was there that the story was told of his watching the spider, and attracted by its success, after repeated failure to swing itself from one beam to another, resolved to try his own fortunes again.

For a time his efforts were attended with no very great degree of success, but finally the personal prowess of both

the King and Douglas, and the prevalent sense of injustice and resentment against the English, won the King followers.

A great many stories of the prowess and strategy of these two Scotch leaders are told by Sir Walter Scott in his "Tales of a Grandfather" in the chapters "Robert the Bruce" and "Douglas and Randolph".

Here is one story of Robert Bruce. "The good King Robert Bruce, who was always watchful and vigilant, had received some information of the intention of this party (a hostile force) to come upon him suddenly and by night. Accordingly he quartered his little troop of sixty men on the side of a deep and swift-running river, that had very steep and rocky banks. There was but one ford by which this river could be crossed, and that ford was deep and narrow, so that two men could scarcely get through abreast, the ground on which they were to land steep, and the path which led upwards from the water's edge to the top of the bank extremely narrow and difficult.

Bruce caused his men to lie down to take some sleep, at a place about half a mile distant from the river, while he himself, with two attendants, went down to watch the ford, through which the enemy must needs pass before they could come to the place where King Robert's men were lying. He stood for some time looking at the ford and thinking how easily the enemy might be kept from passing there, providing it was bravely defended, when he heard at a distance the baying of a hound, which was always coming nearer and nearer. This was a bloodhound which was tracing the King's steps to the ford where he had crossed, and two hundred Galloway men were with it. Bruce at first thought of going back to awaken his men. . . . Then he thought, 'If I go back to give my men the alarm, these Galloway men will get through the ford without opposition; and that would be a pity, since it is a place so advantageous to make defence against them.' So he looked again at the steep path and the deep river, and he thought that they gave him so much advantage that he himself could defend the passage with his own hand until his men came to assist him. His armour was so good and strong that he had no fear of arrows, and therefore the combat was not so very unequal as it must otherwise have been. He therefore sent his followers to waken his men, and remained alone by the bank of the river.

In the meanwhile, the noise and trampling of the horses increased; and the moon being bright, Bruce beheld the glancing arms of about two hundred men, who came down to the opposite bank of the river. The men of Galloway, on their part, saw but one solitary figure, guarding the ford, and the foremost of them plunged into the river without minding him. But as they could only pass the ford one by one, the Bruce, who stood high above them on the bank where they were to land, killed the foremost man with a thrust of his long spear, and with a second thrust stabbed the horse, which fell down kicking and plunging in his agonies, on the narrow path, and so prevented the others who were following from getting out of the river. Bruce had then an opportunity of dealing his blows at pleasure among them, while they could not strike at him again. In the confusion five or six of the enemy were slain, or, having been borne down the current, were drowned in the river. The rest were terrified, and drew back.

But when the Galloway men looked again, and saw they were opposed by only one man, they themselves being so many, they cried out that their honour would be lost forever if they did not force their way; and encouraged each other with loud cries to plunge through and assault him. But by this time the King's soldiers came up to his assistance, and the Galloway men retreated, and gave up their enterprise."

One story of Douglas. "You must know Roxburgh was then a very large castle, situated near where two fine rivers, the Tweed and the Teviot, join each other. Being within five or six miles of England, the English were extremely desirous of retaining it, and the Scots equally eager to obtain possession of it. I will tell you how it was taken.

It was upon the night of what is called Shrovetide, a holiday which Roman Catholics paid great respect to, and solemnized with much gaiety and feasting. Most of the garrison of Roxburgh Castle were drinking and carousing, but still they had set watches on the battlements of the castle, in case of any sudden attack; for as the Scots had succeeded in so many enterprises of the kind, and as Douglas was known to be in the neighborhood, they conceived themselves obliged to keep a very strict guard.

An Englishwoman, the wife of one of the officers, was sitting on the battlements with her child in her arms; and looking out on the fields below, she saw some black objects,

like a herd of cattle, straggling near the foot of the wall, and approaching the ditch or moat of the castle. She pointed them out to the sentinel, and asked him what they were—'Pooh, pooh,' said the soldier, 'it is farmer such a one's cattle (naming a man whose farm lay near the castle); the good man is keeping a jolly Shrovetide, and has forgot to shut up the bullocks in their yard; but if the Douglas come across them before morning, he is likely to rue his negligence.' Now these creeping objects which they saw from the castle wall were no real cattle, but Douglas himself and his soldiers, who had put black cloaks above their armour, and were creeping about on hands and feet, in order, without being observed, to get so near to the foot of the castle wall as to be able to set ladders to it. The poor woman who knew nothing of this, sat quietly on the wall, and began to sing to her child. You must know that the name of Douglas had become so terrible to the English that the women used to frighten their children with it, and say to them, when they behaved ill, that they 'would make the Black Douglas take them.' And this soldier's wife was singing to her child,

'Hush ye, hush ye, little pet ye,
Hush ye, hush ye, do not fret ye,
The Black Douglas shall not get ye.'


'You are not so sure of that,' said a voice close beside her. She felt at the same time a heavy hand, with an iron glove, laid on her shoulder, and when she looked round, she saw the very Black Douglas she had been singing about, standing close beside her, a tall, swarthy, strong man. At the same time another Scotsman was seen ascending the walls, near to the sentinel. The soldier gave the alarm, and rushed at the Scotsman, whose name was Simon Ledehouse, with his lance; but Simon parried the stroke, and closing with the sentinel, struck him a deadly blow with his dagger. The rest of the Scots followed up to assist Douglas and Ledehouse, and the castle was taken. Many of the soldiers were put to death, but Douglas protected the woman and the child. I daresay she made no more songs about the Black Douglas."

6. The Battle of Bannockburn. Part of the success of Bruce was no doubt due to the fact that Edward I had now died, and Edward II had not the strength of character of his father. But one stronghold in Scotland remained in the

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possession of the English, the town of Stirling. It was determined by the English to make the relief of Stirling a decisive engagement in the long argument over Scottish Independence. Edward the Second, therefore, assembled one of the greatest armies which a King of England ever commanded. There were troops brought from all his dominions—French, Irish, Welsh, and all the great English nobles and barons, with their followers. The number was not less than one hundred thousand men. Bruce's army did not very much exceed thirty thousand. But he made up in strategy for what he lacked in number. He remembered that Wallace's defeat at Falkirk had been due, in a great measure, to the superiority of the English cavalry and English archers. To prevent the cavalry being effective, he had the field of battle, near Stirling, where he decided to meet the English army, dug full of pit holes, covered with brushwood and the turf laid once again on top. He also had the entire field strewn up and down with sharp pointed spikes. What would be the purpose of the precautions? His plan for meeting the menace of the English archery was to have in readiness a body of men-at-arms, well mounted, who were to ride at full gallop among the archers. These would have no weapons but their bows and arrows which would be useless in a hand to hand encounter. Both of these schemes worked out as planned and the battle was maintained very evenly on both sides in spite of the greater number of the English, when "an event happened which decided the victory. The servants and attendants on the Scottish camp had been sent behind the army to a place afterwards called the Gillies' Hill. But when they saw that their masters were likely to gain the day, they rushed from their place of concealment with such weapons as they could get, that they might have their share in the victory and in the spoil. The English, seeing them come suddenly over the hill, mistook this disorderly rabble for another army coming to sustain the Scots, and losing all heart, began to shift every man for himself . . . The Scots never afterwards lost the freedom for which Wallace had laid down his life, and which King Robert had recovered, not less by his wisdom than by his weapons."

Composition: Upper Grades. You will have noticed Exercise II, Grade V of the "Better English Department". It is, of course, designed to give facility in varying one's form of expression and so gain interest and secure emphasis. As Kenny would put it in his "New Course in English Compo-

sition", one Grade VII teacher gave this exercise to his class: In how many ways could you write this sentence: "Sammy, the copper gnome, lives in a little house." The exercise was given, in the first place, to secure variety of word order, the usual order form of sentences received being too frequently that of subject, predicate and object. These were the sentences secured from the class: 1. The copper gnome, Sammy, lives in a little house. 2. In a little house, Sammy, the copper gnome, lives. 3. In a little house, lives Sammy, the copper gnome. 4. Lives in a little house, Sammy, the copper gnome. The teacher also pointed out that questions and exclamations were possible variations to secure interest. 1. Where does Sammy, the copper gnome, live? He lives in a little house. (and question, conversation). 2. Go home, Sammy, go home. Home went Sammy. What a tiny house it was!

Here is an exercise that could be given a combined VI, VII and VIII. Barney Blue-Eyes had called his new baby Barney. He called it Barney after himself, of course. A neighbor objected to the name. He said that there would be trouble distinguishing between the Barneys. So Barney and his wife changed the baby's name to Tony. Another neighbor objected to Tony. He thought it sounded like a dog's name. Mrs. Blue-Eyes suggested Lovey, but still another neighbor thought this name silly. The various neighbors met and talked the matter over. One said that the baby's name was Barney; another said it was Tony; and another Lovey. A great dispute arose among the neighbors and they went to Barney's house to have the matter settled.

What do you think Barney's answer to the neighbors would be?

Exercise: 1. Rewrite this uninterestingly written story, uninteresting because of its constant use of the "primer" sentence. (a) Use conversation to provide interest and variety. (b) Join some of the sentences—those that are closely related in thought. e.g. A neighbor objected to the name. He said that there would be trouble distinguishing between the Barneys. One of these sentences gives a reason for the statement of the other. (c) Change the order of some of the sentences to secure variety. (d) This sentence, "What a commotion there was under the stars!" was used in the well written original story on which the Exercise was based. Use it in your account. (e) End your story according to your own fancy.

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